

# MAC- DONALD REACHES THE CROSS- ROADS

Recently Vice-Principal George Dion was asked where he thought the office of the Dean of Agriculture would be situated in ten years' time. He answered unequivocally: "right where it is now — in the Main Building of Macdonald College."

In spite of the Dean's optimism, Macdonald College stands at the cross-roads. After giving a home to McGill studies in agriculture, household science, and education for 61 years, the future of the College is very much in jeopardy.

The die already is cast for the move of the Faculty of Education in toto to the McGill campus. And recently the Gauthier Committee, which advises the Quebec government on the allocation of university grants, recommended that McGill be urged to examine the possibility of moving agriculture classrooms and laboratories to Montreal so that a CEGEP could be established in the vacated facilities.

To many, the Gauthier proposal for Macdonald may seem to make a lot of sense. Certainly Quebec cannot be faulted for casting envious eyes on Macdonald as a ready-made site for the west-island English-language CEGEP. The College is admirably suited for collegial studies at both academic and technical levels. Moreover, according to the Gauthier Committee, there should be no reason why the Faculty of Agriculture could not retain its field plots for research and experimental purposes.

What are the chances for the Gauthier recommendation coming to pass?

A summer news report by a Montreal television station summed up feeling within the Faculty of Agriculture about a possible move to the Montreal campus as "we would rather fight than switch." Members of the faculty reinforced these sentiments at a recent meeting with a resolution to the effect that the idea of transporting agriculture into the city was downright silly.

Dr. Dion and his staff present a strong case for staying put.

One of the first considerations in sorting out the future of Macdonald is, of course, the important matter of tradition and legacy inherited from the College's founder, Sir William Macdonald. In 1906, the purposes of the new College were set forth as "among others": —the advancement of education; the carrying on of research work and investigation and the dissemination of

knowledge: all with particular reference to the interests and needs of the population in rural districts.

—the Provision of suitable and effective training for teachers, and especially for those whose work will directly affect the education in schools in rural districts.

Macdonald College has, in fact, established its reputation in agriculture largely by staying close to Sir William's guidelines. A high ranking official of the Quebec Department of Agriculture commented that he "shudders to think where Quebec agriculture would be without Macdonald."

It is Dr. Dion's conviction that the province needs the Macdonald approach to agriculture more now than ever. "The survival of the Quebec farmer lies in his ability to make use of modern technology made meaningful to him through education, and this is one of the things that our faculty does best," he explains.

"To put it bluntly," the Dean asserts, "the departure of agriculture from Macdonald College, even if it is just to the other McGill campus, could only be interpreted as a major breach of faith."

Dr. Dion believes that it is his responsibility as Dean of Agriculture to fight "with every ounce of energy within him" to keep the faculty at Macdonald.

"To abandon the Macdonald approach at the time when the farmers of Quebec most need it would surely be an extremely retrograde step — and abandonment it would be if we were to relocate on the McGill campus," he emphasized.

Most members of the Faculty agree with Dean Dion's view that as soon as agriculture becomes part of the larger campus environment, it will begin to lose touch with the farmer, becoming mainly a cloistered academic activity. They feel that even though they were able to continue to use the field plots of Macdonald, such programs as the Dairy Herd Analysis and Soil Analysis services would soon disappear and a totally new approach to agrology would emerge.

As one member of the faculty explained it, "many of us would seek other positions and it would be most difficult to attract agrologists with similar attitudes to education, willing to do their teaching and research within the sterile enclosures of a city campus. I can see only a marked decline in the importance of agriculture at this university should it be determined that we must move in," he added.

Other members of the faculty are considerably upset at Senate for setting up a committee (under the chairmanship of Professor H. H. Yates of Metallurgical Engineering) to look into the possibility and feasibility of moving agriculture to the McGill campus. "Why in hell didn't they empower the committee to look into the feasibility of keeping the faculty at Macdonald?" one professor asked.

It is this man's contention that the committee's terms of reference point the enquiry in the wrong direction.

Questioned about the Faculty of Education's position with regard to Macdonald's future, its dean, Dr. Wayne C. Hall, replied that he felt the important thing was to unite the faculty in one setting. All things being equal, this can be accomplished at Macdonald or Montreal, but Quebec, the administration, and the faculty itself appear to be fully committed to uniting Protestant teacher training on the slopes of Mount Royal.

The Department of Education has decreed it will no longer make capital grants towards development of McGill's Faculty of Education at a Macdonald site. With no alternative but to move, seemingly, plans for construction of a new education building at Ste. Anne de Bellevue have been scrapped and efforts are redirected to building at McGill.

For a long time there has been unhappiness in the Faculty of Education over its separation and isolation from downtown. At one time the University seriously considered establishing an arts and science program at Macdonald. Plans even went so far as to authorize the hiring of someone to head it up. It was thought that such a development would not only relieve the pressure of undergraduate enrolment on the main campus, but also would beef up the facilities at Macdonald, thus making the education people happier.

Largely upon the insistence of Quebec, this idea has been abandoned. Now, with the Faculty of Education itself almost certain to leave Macdonald, the University must again take a hard look at how best the College can be utilized in the light of the situation in Quebec today and initiate some positive action. Otherwise, it is highly probable that the matter will be taken out of McGill's hands.

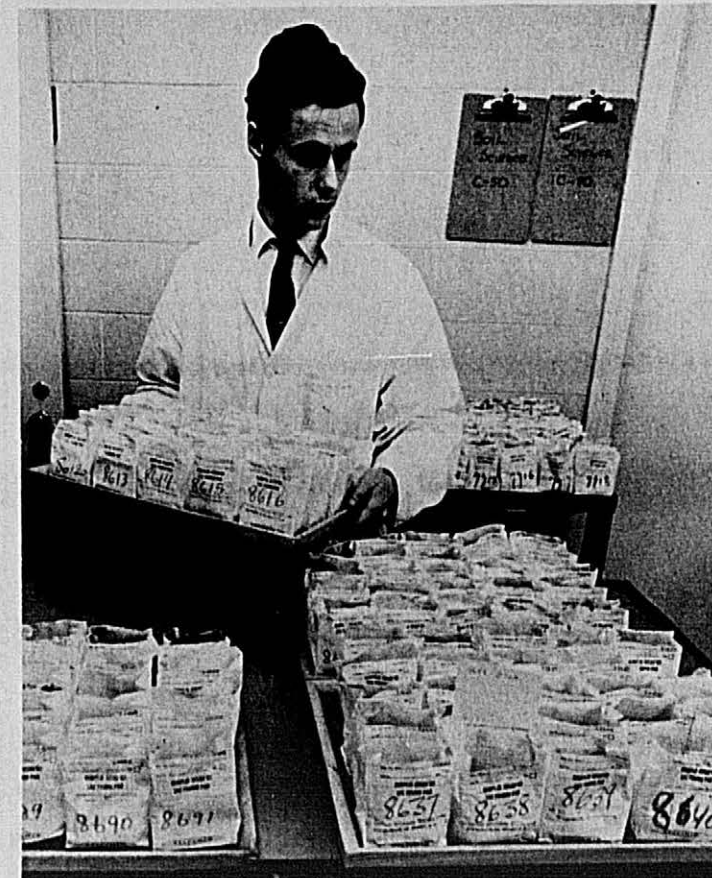
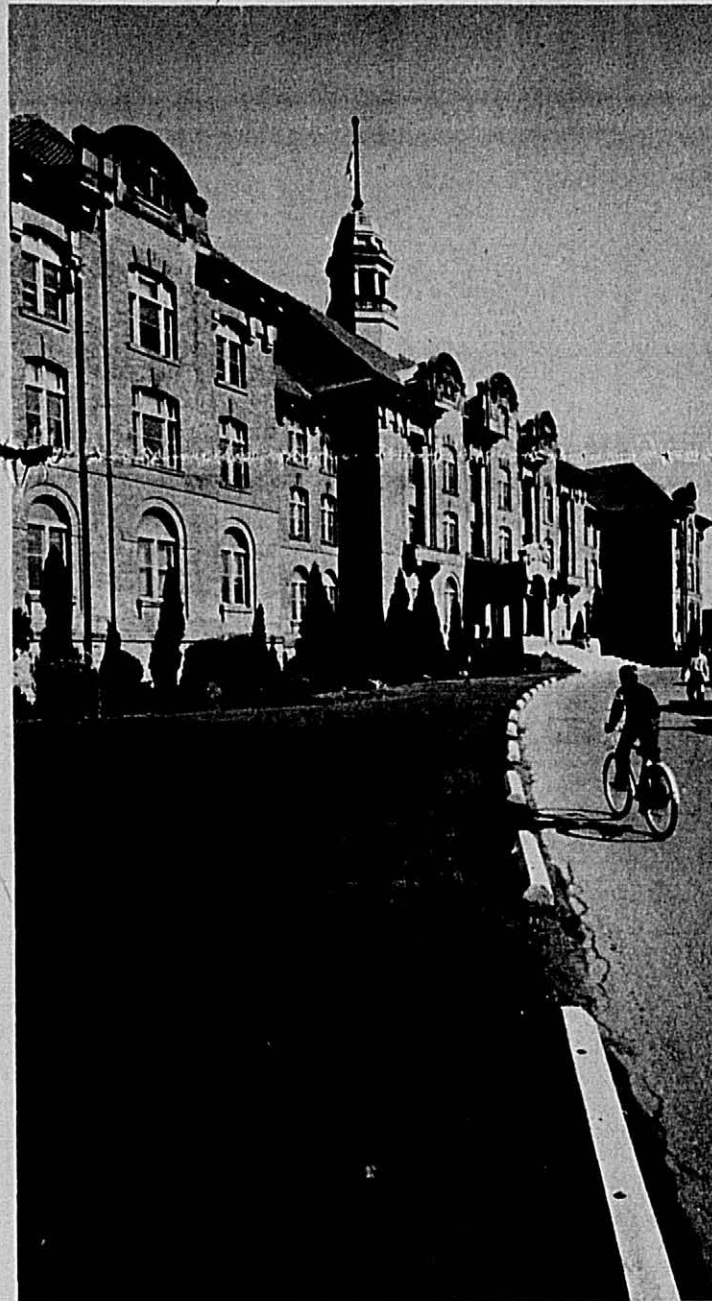
What about Quebec's need for a handy place to locate a CEGEP on the Lakeshore? Some believe McGill should take initiatives and propose to the government that it share the facilities and land of Macdonald for the establishment of an English-speaking CEGEP. There is certainly plenty of land space to accommodate easily both the Faculty of Agriculture and a CEGEP, they insist. In addition, they say, it seems sensible that such facilities as the library, athletics, and even some laboratory and classroom space be shared, making possible significant economies.

The proponents of this course of action argue that McGill in this way would guarantee the continued vitality of the Faculty of Agriculture and give a much needed boost to the development of English-language collegial studies.

H.E.T.

# McGill reporter

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McGill: Rendez-vous '68

# THOU- SANDS TO VISIT CAMPUS Oct. 25 to 27.

On Friday, October 25, McGill throws its doors open to the public and the triennial Open House will be under way. The 1968 version, known as *McGill: Rendez-vous '68* promises to be the largest and most spectacular in McGill's history.

"The University and the Future" has been chosen as the theme for *Rendez-vous '68*. Over one hundred departments of the University are erecting displays which demonstrate future developments in their disciplines, in the light of present and past achievements.

In order to present these exhibits in a co-ordinated manner, McGill has been divided into five major tours: Arts, Biological Sciences, Medical Sciences, Engineering, and the Special Display.

While each departmental presentation is interesting, informative, and exciting, there are many exceptional exhibits which are certain to attract large crowds.

Selected examples include the Faculty of Management display which explains and demonstrates how the computer will make future management decisions. The Education exhibit features new educational techniques; the Zoology presentation supplements live animals displays with audio-visual aids; Geology's presents a realistic demonstration of a geological research station; and Macdonald College's presentation entitled, "Food in the Modern World," will be housed in a tent on the lower campus.

Rounding out the tours is a Special Display which brings together the diverse sections of the University — from the Administration to the "SDU," and all facets in between.

The *McGill: Rendez-vous '68* publicity committee has gone to great lengths to insure that the public is made well aware of Open House. In addition to newspaper, radio and television interviews, a representative display of *Rendez-vous '68*, featuring the Faculties of Education, Management, Engineering, and Medicine, is featured all this week at Eaton's. Montrealers will be bombarded with the message of *McGill: Rendez-vous '68* by means of posters and Claude Neon billboards, full page newspaper advertising, and by radio and color television commercials as well.

The 100,000 people who visit the University during the three-day *McGill: Rendez-vous '68* will receive free descriptive guide booklets and maps, and will have access to all parts of the campus by means of buses which will constantly tour the periphery of the university. The buses will be staffed by 700 student guides, who will be aiding the public as they visit the various exhibits. Other guides will be stationed at information booths located at strategic points around McGill, while still others will be found in all major buildings to help the visitor locate the exhibit of his choice.

Friday, October 25, has been designated as High School Day, and 5000 secondary-school students from all parts of Quebec, Ontario, and New York State will join the general public as they tour the varied displays and presentations. Special features of the High School Day include panel discussions on marijuana, the "CEGEP'S," and a gala High School Dance with "The Rubber Band," "The Monks with Sweet Lorraine," and "The Carnival Connection."

The programme of special events continues on Saturday and Sunday with a Mock Criminal Law Trial, Players' Club Productions, continuous films, and a panel discussion on "What's Wrong with the University?"

For the convenience of visitors, *McGill: Rendez-vous '68* is erecting hundreds of signs throughout the campus, each colored distinctively to represent a specific tour. Completing the Campus Services are first-aid stations, a lost and found department, and booths where food and beverages will be sold.

Co-chairmen Stephen Segal and Steven Schneiderman emphasized that all descriptions will be bilingual and that a special effort is being made to encourage French-speaking Montrealers to attend *Rendez-vous '68*. They also extended a special invitation to McGill students to visit the University with their parents so that both may see McGill and the excellent exhibits presented during Open House.

See pages 5 and 6 for more details about the program for *McGill: Rendez-vous '68*.



# NORTH AMERICA STUDIES PROGRAMME

A new interdisciplinary programme is being introduced this year by the Depts. of History and English in co-operation with Economics, Political Science and French. Called the North America Studies Programme, it aims to give undergraduates an opportunity to gain comprehensive views of the growth and achievement of North American civilization.

Having fulfilled the usual requirements for the general B.A. course, the student will choose a minimum of six courses from the offerings of the above departments in his second, third and fourth years. He also must take an interdisciplinary seminar in the fourth year.

Students may choose literature or history as main fields and they will receive guidance in selecting their programmes. They should see Prof. Marshall for history and Professor Buitenhuis for literature.

# CANADA COUNCIL AWARDS

All relevant application forms and instructions concerning the following aid programmes are available at the office of the Registrar, or they may be obtained by writing to:

Awards Service, The Canada Council  
140 Wellington Street, Ottawa, Ont.

## THE CANADA COUNCIL AID TO THE SOCIAL SCIENCES AND HUMANITIES

The Canada Council offers Fellowships and Grants to develop research and scholarly resources in the social sciences and humanities.

### FELLOWSHIPS

three annual competitions.

**DOCTORAL FELLOWSHIPS:** 2325 awards. Persons having no more than two years of course requirements to fulfill. From \$3,500 to \$4,500, plus travel allowance. Renewable. For candidates having completed the first two years of their programme up to \$1,000 is added to doctoral fellowship. Closing date: 15 December 1968.

### GRANTS

The Council offers grants to support: Research, Publication, Meetings and Exchanges and Library Research Collections.

1 — **RESEARCH GRANTS:** To career scholars and researchers, for research and clerical assistance, travel, equipment and supplies.

2 — **PUBLICATION GRANTS:** a) To learned journals. Applications must be filed by well-established learned societies or leading groups of scholars.

b) For publication of scholarly manuscripts.

3 — **GRANTS FOR MEETINGS AND EXCHANGES:** a) To pay fare to a limited number of scholars participating in international conferences abroad.

b) To assist in financing occasional meetings of scholars.

c) To help Canadian university heads bring visiting scholars to their institutions.

4 — **LIBRARY RESEARCH COLLECTION GRANTS:** To assist university libraries to increase resources necessary for advanced research at the graduate level.

N.B. Applications for grants 1, 2 and 3 accepted any time. Applications for 4 must reach Council before December 1st, 1968.

## THE CANADA COUNCIL AID TO ARTISTS

The Canada Council offers Awards, Bursaries, Short Term Grants, Travel Grants and Grants for materials to Canadian artists.

The programme is for two main categories of artists: a) the professional artist who has been practising his art for a good many years and who wishes for time to work freely or to study.

b) the artist in the earlier stages of his professional career who would benefit from a period of free work or study.

**BURSARIES:** For artists described in (b) above, up to \$3,500 plus travel allowance for award-holder only; for a period of 8 to 12 months. Time of application. No later than 15 November 1968.

**SHORT TERM GRANTS:** Up to \$1,350, plus travel allowance for artists described in (a) and (b) to travel on occasions important to their professional career. Time of application: Any time.

**TRAVEL GRANTS:** Once in a twelve month period to enable artists described in (a) and (b) to travel on occasions important to their professional career. Time of application: any time.

**GRANTS FOR MATERIALS:** Small sums of money from time to time for creative artists as described in (a) and (b) in cases of demonstrated need to obtain special materials essential to their work. Time of application: Any time.

# SCHOLARSHIP OPPORTUNITIES

Each week this column will carry notices of grants, scholarships, and fellowships available to students and members of the faculty and staff.

## OCTOBER DEADLINE:

### WOODROW WILSON DISSERTATION FELLOWSHIP PROGRAM

\$200 per month living stipend plus research allowance of up to \$1000. Tuition and fees will be waived at participating universities. For Ph.D. candidates in the humanities and social sciences. Nominations deadlines are October 15 and January 10. Final deadlines are December 1 and February 15. Apply to:

Dean, Faculty of  
Graduate Studies and Research.

### CANADIAN CONSUMER LOAN ASSOCIATION & FEDERATED COUNCIL OF SALES FINANCE COMPANY—GRANTS IN AID OF RESEARCH

Maximum grants of \$1,000 to faculty members, \$750 to doctoral students, and \$500 to Master's students will be awarded for research in fields affecting consumer credit in Canada. Deadlines are October 26, January 1, and April 1. Send project outlines and supporting letters from department to:

Professor W. R. Waters  
School of Business  
University of Toronto  
Toronto 5, Ontario

### THE RHODES SCHOLARSHIPS

University fees plus an allowance of £720 per year, not including travel, to an unmarried undergraduate to read for first university degree at Oxford. Deadline is October 25, 1968. Applications and further instructions from the Registrar.

### COMMONWEALTH SCHOLARSHIPS TO THE UNITED KINGDOM

Travel, living, and study costs to graduate students for 2-3 years study in the United Kingdom in any field, including medicine. Deadline is October 31, 1968. Apply to:

The Canadian Commonwealth Scholarship & Fellowship Committee c/o AUCC,  
151 Slater Street  
Ottawa 4, Ontario

### COMMONWEALTH SCHOLARSHIPS AND FELLOWSHIPS TO NIGERIA

Travel, living, and study costs for post-graduate students to study in Nigeria. Field of study is unrestricted. Deadline is October 31, 1968. Apply to:

The Canadian Commonwealth Scholarship and Fellowship Committee c/o AUCC,  
151 Slater Street  
Ottawa 4, Ontario

### COMMONWEALTH SCHOLARSHIPS & FELLOWSHIPS TO HONG KONG

Travel, living, and study costs of post-graduate study in Hong Kong. Field limited to facilities available. Deadline is October 31. Apply to:

151 Slater Street,  
Ottawa 4, Ontario

### COMMONWEALTH SCHOLARSHIPS AND FELLOWSHIPS FOR STUDENTS FROM ST. KITTS — NEVIS — ANGUILLA.

Living expenses for student and family. For research or advanced courses in the fields of adult, social or rural education, fine arts or architecture, or industrial design. Deadline is October 31. Apply to:

Chief Establishment Officer  
Government Headquarters  
Basseterre

### BIRBAL SAHNI INSTITUTE OF PALAEOBOTANY SENIOR FELLOWSHIPS

RS550 per month plus travel and living allowances for doctoral student to study Palaeobotany in Lucknow, India. Deadline is October 31, 1968. Apply to:

Director of Awards AUCC,  
151 Slater Street  
Ottawa 4, Ontario

### JAPANESE GOVERNMENT MOM-BUSHO SCHOLARSHIP

33,000 yen per month plus travel and living expenses, as well as tuition, fees, and field study allowance. For graduate students in humanities, social sciences, and natural sciences. Deadline is October 31. Apply to:

Scholarship Programme  
Embassy of Japan  
75 Albert Street  
Ottawa 4, Ontario.

### AUSTRALIAN NATIONAL UNIVERSITY FELLOWSHIPS IN LAW

Fellowships of \$A6,400-\$A8,740. Senior Fellowships of \$A8,750 to 10,274. Research Fellowships of \$A5,750 to \$A7,250 are offered to post-doctoral scholars in the fields of International, Constitutional, Administrative, and Common Law. Deadline is October 31. Apply to:

C. G. Plowman  
Academic Registrar  
P. O. Box 4  
Canberra, A.C.T. 2600  
Australia

## NOVEMBER DEADLINE:

### GOVERNMENT AND OPPOSITION ESSAY CONTEST

£75 first prize, £30 second prizes. Essay in English or French, from 4,000 to 6,000 words, on the subject:

"Has the generation in power in the period from 1930-1960 failed to adapt the political system of either Great Britain or the United States (or both) to the problems and challenges with which they were faced in those decades?"

Entries welcomed from faculty and postgraduates. Deadline is November 1, 1968. Send to:

The Editor  
"Government and Opposition"  
London School of Economics & Political Science  
Houghton Street  
London W.C.2

### ARCTIC INSTITUTE OF NORTH AMERICA GRANTS-IN-AID

Research grants to support work in the natural or social sciences in the Arctic, Subarctic, and Antarctica. Deadline is November 1, 1968.

Apply to:

Secretary of the Research Committee  
Arctic Institute of North America  
3458 Redpath Street  
Montreal 25, Quebec

### DEFENCE RESEARCH BOARD GRANTS IN AID OF RESEARCH

Proposed investigations may be of a fundamental nature, but should be related to the interests of defence. Consideration is given to the following factors: the research problem for which assistance is requested; the type of supervision to be exercised; the facilities existing in the establishment; the type of student to be assisted; the relation of the work to defence problems and the cost involved. Deadline for application is November 1. Applications and supplementary forms from Registrar. Apply to:

Executive Secretary,  
University Grants,  
Defence Research Board,  
Department of National Defence,  
Ottawa.

### AUSTRALIAN NATIONAL UNIVERSITY FELLOWSHIPS IN MICROBIOLOGY

\$A8,750-10,274 for Senior Fellow, \$A5,400-7,250 for Research Fellow in Microbiology. Extensive research experience is necessary, as is the ability to supervise Ph.D. scholars. Deadline is November 4. Apply to:

C. G. Plowman  
Academic Registrar  
Australian National University  
Box 4, P.O.  
Canberra, A.C.T. 2600  
Australia

### C. D. HOWE MEMORIAL FELLOWSHIPS

\$5,000 plus travel expenses for post-doctoral scholar and family. Field of study is unrestricted. Deadline is November 8. Apply to:

Director of Awards, AUCC  
151 Slater Street  
Ottawa 4, Ontario

### IMPERIAL ORDER DAUGHTERS OF THE EMPIRE POSTGRADUATE SCHOLARSHIPS

\$5,000 for study overseas, \$3,000 for study in Canada. First War Memorial is offered for postgraduate studies in history, economics, and constitutional government. Second War Memorial is offered for postgraduate studies in the humanities. Deadline is November 15. Apply to:

Mrs. A. H. Dobson  
I.O.D.E. War Memorial Covenor  
5484 Chenier Place  
Montreal 5

### KILLAM AWARDS PROGRAMME — The Canada Council

Grants to cover research expenses, including research assistants, technical and clerical services, equipment, materials and supplies, and travel (including that of immediate dependents). In addition, stipends for principal investigators can be allowed, commensurate with university salaries. For exceptional Canadian scholars working on projects which are likely to break new ground and carry wide-ranging implications. Areas eligible for support are: any of the social sciences or humanities, interdisciplinary research in the social sciences and humanities, and interdisciplinary research linking any of the physical or biological sciences with any of the social sciences or humanities. Deadline is December 1. Apply to:

The Killam Awards Programme  
Canada Council  
140 Wellington Street  
Ottawa 4, Ontario.

## DECEMBER DEADLINE:

### ISTITUTO SUPERIORE DI SANITO GRADUATE SCHOLARSHIPS

Two million lire (about \$3,500 Canadian). For research in Italy in the sciences. Deadline is December 5. Apply to:

Mr. Francesco Aloisi  
Second Secretary  
Embassy of Italy  
172 MacLaren Street  
Ottawa, Ontario

### NATIONAL CANCER INSTITUTE OF CANADA RESEARCH GRANTS

Grants to cover purchase, maintenance of animals, supplies, and equipment, for research and technical assistants, (not for personal support) in the field of cancer research. Deadline is December 15. Apply to:

National Cancer Institute of Canada  
25 Adelaide Street East  
Toronto 1, Ontario

### NATIONAL CANCER INSTITUTE OF CANADA RESEARCH STUDENTSHIPS AND RESEARCH FELLOWSHIPS

\$3,000 for 12 months — Studentships. \$3,500-8,000 for 12 months — Fellowships. Allowance for dependents. Offered to graduates in the sciences, for cancer research. Deadline is December 15. Apply to:

National Cancer Institute of Canada  
25 Adelaide Street East  
Toronto 1, Ontario

### THE BRITISH COUNCIL COMMONWEALTH UNIVERSITY INTERCHANGE SCHEME TRAVEL GRANTS

£190 plus travel expenses to the United Kingdom. No living allowance. Category A — university teachers or officers on recognised study leave.

Category B — Distinguished university scholars invited by universities for short visits.

Category C — Postgraduate university research workers holding research grants. Deadlines are December 31st for Categories A and B, and March 31st for Category C. Applications and information from Registrar.

### INTERNATIONAL CYBERNETICS CONGRESS COMMITTEE — CALL FOR PAPERS

Experts in the field of Cybernetics are invited to submit papers for the international Congress on Cybernetics to be held in London from 1 to 5 September 1969. Papers will be published in book form. Summary deadline (200 words) is December 31. Manuscript deadline is August 15. Send to: Dr. J. Rose, Principal, College of Technology and Design, Blackburn, BB2 1LH, Lancs., England.

## JANUARY DEADLINE:

### INTERNATIONAL NICKEL CO. LTD. FELLOWSHIP

\$3,800 plus \$700 to department. For studies in the sciences which, pertain to chemistry of metals, minerals, or geology, proceeding to the Master's or Ph.D. degrees. Deadline January 15. Information and applications from the Registrar.

### STANFORD UNIVERSITY GRADUATE FELLOWSHIPS & SCHOLARSHIPS

Up to \$4,500 each in all fields of study, for work toward Ph.D. Deadline is January 15. Apply to:

Office of Graduate Admissions  
Stanford University  
Stanford, California 94305  
U.S.A.

### PETERHOUSE CAMBRIDGE RESEARCH FELLOWSHIPS

£800 per year, plus £300 per year marriage allowance, plus £50 per year child allowance. For graduate research in an approved field. Deadline is January 15. Apply to:

The Master  
Peterhouse,  
Cambridge, England

### HARVARD UNIVERSITY SCHOLARSHIPS AND NON-TEACHING FELLOWSHIPS

Grants in keeping with academic excellence and financial need for students in the Graduate School of Arts and Sciences. Deadline is January 20. Apply to:

Harvard University  
Graduate School of Arts & Sciences  
Boston, Massachusetts  
U.S.A.

### HARVARD UNIVERSITY PRIZE FELLOWSHIPS

\$2,000 plus tuition, first year. Renewable for 5 years with increase available each year. For work toward the Ph.D. in humanities or the social sciences. Deadline is January 20. Apply to:

Harvard University  
Graduate School of Arts and Sciences

## FEBRUARY DEADLINE:

### UNIVERSITY OF SOUTHERN CALIFORNIA GRADUATE SCHOOL FELLOWSHIPS & ASSISTANTSHIPS

\$1,800-3,000 per year plus tuition. Master's candidates in fields under the jurisdiction of the Graduate School. Deadline is February 1. Apply to: The Registrar or:

Fellowships Division  
The Graduate School  
University of Southern California  
Los Angeles, California, 90007  
U.S.A.

### IMPERIAL OIL GRADUATE RESEARCH FELLOWSHIPS

\$3,000 per year to doctoral candidate in the pure and applied sciences, social sciences and humanities. Deadline is February 1. Apply to:

Secretary,  
Committee on Higher Education  
Imperial Oil Ltd  
111 St. Clair Ave., W.  
Toronto 7, Ontario

### CANADIAN FEDERATION OF UNIVERSITY WOMEN JUNIOR FELLOWSHIP

\$2,500 to a Canadian woman for work towards the Master's degree, in any area of study. Deadline is February 1. Apply to:

Miss Gladys R. Munnings  
4 Deer Park Crescent, Apt. 4E  
Toronto 7, Ontario

### CANADIAN FEDERATION OF UNIVERSITY WOMEN PROFESSIONAL FELLOWSHIP

\$2,500 to a Canadian woman for graduate study in a library school, college of education or other professional school. Deadline is February 1. Apply to:

Miss Gladys R. Munnings  
4 Deer Park Crescent, Apt. 4E  
Toronto 7, Ontario

# M.A.U.T. News

All members should now be receiving their ballots for election of officers. These must be returned to the M.A.U.T. office by Friday, October 25. Results will be announced at the Annual Meeting on October 29.

The C.A.U.T. Council will meet in Montreal on November 16 and 17. A dinner, to which all M.A.U.T. members and their wives are invited, has been arranged for Saturday evening. The cost, per plate, is \$7.00. There will be a brief reception before dinner and the guest speaker will be the Associate Secretary of the American Association of University Professors. If you wish to attend, contact the M.A.U.T. office at 5771 between 9 and 1 a.m. before November 1.

A recent article in the local press gave a distorted report of C.A.U.T. activities resulting from the suspension of a U.N.B. staff member. You may recall that this professor had participated in a protest of new library regulations. At the time of the newspaper report, no C.A.U.T. action had been taken, although the professor had engaged an attorney to take his case to C.A.U.T. Subsequently, the C.A.U.T. Academic Freedom Committee considered the matter at its regular annual meeting. The actions of the staff member involved were not considered at that time, but only the way in which the university had handled his case. He had been summarily dismissed and told to vacate his office. No charges were announced, and no right of appeal granted. The Committee telegraphed a protest to the U.N.B. Administration.

# ACA-DEMIC POLICY

## MEMORANDUM: NEW SYSTEM FOR REGISTERING COURSE CHANGES AND NEW COURSES

Senate at its meeting of May 22nd, 1968, approved the report of the Subcommittee of the Academic Policy Committee on Course Changes and New Courses.

The relevant sections of the report are:

1. An individual course change or a new course normally requires only the approval of the department offering it and of the faculty or faculties in which it is taught. The manner in which such approval is achieved should be the prerogative of the individual faculties. All such actions, including cancellations of courses and changes in course numbers, should be reported in summary form to the Academic Policy Committee and to Senate (format to be that of the Calendar Announcement). Within a period of four weeks from the date of receipt by the Academic Policy Committee of such a report, the Academic Policy Committee may inform the Dean concerned that it considers a course change or a new course to constitute a change of policy and that it proposes to lay the matter before Senate. The budgetary implications of additional courses will be the responsibility of the deans, and academic approval of new courses may not always ensure their immediate introduction into the programme.

2. All new programmes and changes in existing programmes require, in addition to the departmental and faculty approval noted above, final consideration and approval by the Academic Policy Committee and Senate. A proposal for a new programme and a programme change submitted to the Academic Policy Committee should include a description suitable for announcement purposes of each new course to be offered. The present system of action by the Committee in the name of Senate should be continued for relatively minor changes.

3. The overall balance of the University's academic activity should be a major concern of the Academic Policy Committee and of Senate and that an adequate system of summary and review be introduced so that proposals can be assessed in the proper context. The preparation of useful summaries will be the responsibility of the Vice-Principal, Academic. Staff will have to be increased accordingly. This approach has the merit that the total academic picture would be available from one source which could ultimately become responsible for numerous activities such as the preparation of Announcement material, maintenance of up-to-date records, etc.

I would therefore appreciate it if in the future all relevant information could be sent directly to Mademoiselle Drouin, who will act as Secretary to the Academic Policy Committee.

Yours sincerely,  
Michael Oliver,  
Vice-Principal (Academic).



## ENGLISH DEPT.

### FULLER ROLE FOR STUDENTS

(The following are excerpts from a letter to students in English from Donald F. Theall, Chairman of the English Department)

The staff of the Department of English at its October 1st meeting unanimously expressed the wish to invite the students of the Department to take on a fuller participation in the deliberations of the Department. In order to work out a mutually satisfactory continuing method of achieving this, the staff would like the students to join with it in a series of discussions, while providing in the interim for open departmental meetings and student representation on the Steering Committee and other committees with full voting powers.

The Department hopes that during the period of the next few months and certainly by the 30th of April, 1969, that all those interested will have an opportunity to discuss all the relevant issues of departmental participation at considerable length and will present briefs on the subject of student participation which will provide a basis for working out a continuing and permanent situation in the future.

In the interim the Department has decided all of its departmental meetings will be open. It also invites the graduate students, if they wish, to elect one representative to the Steering Committee and the undergraduates to elect one honours student and one major student as interim representatives on the Steering Committee. These representatives would be full voting members and would serve as a liaison while the discussions were going on.

The Department will invite the student members of the Steering Committee, which is an elected committee that, among other things, serves as a departmental nominating committee, to suggest other committees on which students should be voting members, and to provide names for student members of these committees. It is also hoped that individual students will feel free to direct briefs and the like to any of the committee as well as to the Steering Committee. Furthermore, we hope in the future there will be meetings of students who take English courses as cognates and electives but who are not major or honours students since we recognize that this group also has an important interest in the Department.

Sincerely yours,  
Donald F. Theall  
Chairman and Professor  
Department of English

## FORUM

An essential purpose of the McGill Reporter is to provide a vehicle of campus opinion. FORUM will be available each week to publish commentaries on articles which appear in the Reporter, as well as points of view on any subject related to the general nature of the university.

Please send all contributions to:  
FORUM  
McGill Reporter  
Rm. 630, Administration Building

### DISCUSS THE ISSUES OR QUIT

Sir:

We have now had a chance to see three issues of the McGill Reporter. May I suggest that care should be taken lest the future pattern of your paper harden to the format you have so far chosen. The feature articles dealing with the new Dean of Engineering, progress in the Department of Psychiatry, Computation, film experiments, and other matters of this kind which have filled most of your space, are in themselves interesting and deal with important developments in the University. But in my opinion this sort of material is more suitable for the already existing McGill News (which should possibly receive wider circulation around the University).

On the other hand, what the Reporter needs are discussions of matters now agitating the University. Prof. Dudek's recent letter to the "Daily" is the sort of thing you should be printing. And possibly responses thereto. If you cannot face the really urgent issues — such as student representation, "openness", the future of Graduate Faculty, CEGEPs and McGill, location of the Faculty of Education, etc., etc., you should convert the Reporter into an official Gazette (printed more cheaply, possibly with more background material), and quit.

Yours etc.,  
Walter Hirschfeld

Continued page 6, column 1

## HOWARD ROSS, CHANCELLOR

Howard Irwin Ross, O.B.E., C.A., B.A. (McGill), M.A. (Oxon), LL.D. (Queen's and Sir George William), D. Acc. (Sherbrooke), Partner: Touche, Ross, Bailey & Smart — Chartered Accountants P. S. Ross and Partners — Management Consultants, Chancellor of McGill University.

He was born in Montreal in 1907, the son of John W. Ross, LL.D. (McGill), Governor of McGill University from 1910 to 1946, 25 years of which he served as the Honorary Treasurer.

Howard Ross is a third generation accountant. His grandfather, Philip S. Ross immigrated to Canada from Scotland more than a century ago to set up a ship's chandler shop in Montreal. As he found the harbour was closed for a few months of the year, he helped earn a living by writing up accounts and passing goods through customs. Deciding that his part time activity offered the best future, in 1858 he established the accounting firm of P. S. Ross and Sons. A century later the firm merged with George A. Touche and Company to form Touche, Ross, Bailey and Smart.

Mr. Ross obtained a B.A. (Economics and Political Science) degree from McGill in 1930, having attended Montreal High School and Lower Canada College. Two years later he received his M.A. (Philosophy, Politics, Economics) degree from Oxford University (St. John's College).

On completion of studies at Oxford, Mr. Ross immediately joined the family firm to begin work and study toward his C.A. In 1937 he was admitted to membership in the Quebec Institute of Chartered Accountants.

He has taken an active interest in the activities of his profession to maintain the highest possible technical and ethical standards. Mr. Ross has been president of the Canadian Institute of Chartered Accountants, and is a former chairman of the Institute's Committee on Accounting and Auditing Research. In 1958, he served as president of the Quebec Institute of Chartered Accountants.

Mr. Ross has been active in community affairs, and he has taken a special interest in education. He was a member of the Commission on the Financing of Higher Education (the Bladen Commission), organized by the Canadian Universities Foundation. He was a member of the Board of Governors of Sir George Williams University and United Theological College. He also was a member of the Advisory Committee of Queen's University School of Business and of the Executive Committee of the University of Montreal Associates.

For the years 1955-56, Mr. Ross was president of the Graduates' Society of McGill and from 1959 to 1962 he was a member of the Board of Governors of the University as graduate representative. In March, 1967, he was reappointed to the Board, elected Chairman and named Chancellor.

Mr. Ross served as general chairman of the Montreal Red Feather Campaign in 1960, and is a past president of the Canadian Club of Montreal. In 1961-63, he was a member of the Quebec Royal Commission on Inquiry (the Salvus Commission).

During the Second World War, Mr. Ross was Ration Administrator with the Wartime Prices and Trade Board (1943-45), having served on the Foreign Exchange Control Board during 1940-43. He was awarded the O.B.E. in 1946.

He is the author of a book, "The Elusive Art of Accounting", published in 1966. For recreation he likes golf ("I play wretchedly — but with enthusiasm") and tennis ("with carefully selected elderly companions").

Mr. Ross also devotes some time "to keeping his 1906 vintage cruiser afloat."

He is married to the former Dorothy S. Clair and they have two sons: John St.



Illustration by John A. Plunkett, A.R.B.

Clair Ross, who graduated in Engineering from McGill in 1955, and Gerald Howard B. Ross, who graduated in Commerce in 1966.

What sort of man occupies the post of titular head of this University? How does he react to change? What role does he see for himself in the process of change that has developed such an impetus since he was named Chancellor and Chairman of the Board of Governors early in 1967?

It is perhaps dangerous to draw a picture of a man based on a few glimpses caught here and there over a period of little more than a year. At a faculty cocktail party he is urbane, witty, well-informed, and interested in you as he moves quickly about to meet everyone in the room. As the chairman of a meeting he manages impartiality with great skill, all the while keeping business on the track. At his simply decorated and furnished office on the 7th floor of Place Ville Marie he is relaxed and very enthusiastic about his favourite subject — education.

His ambition for Canadian higher education is that all properly qualified students who wish to go to university must have an opportunity to do so if they can meet the educational standards. Mr. Ross has devoted much of his life to the realization of this objective.

He believes there is little use having a right to an education if there are no facilities through which such education can be provided. As a member of the Bladen Commission on the Financing of Higher Education, Mr. Ross took part in a study which had the impact of becoming a watershed for public interest in the growth of the universities. "It was obvious that the universities themselves were well aware of the anticipated growth in enrolment, and it was government and business and industry that needed prodding."

Although Mr. Ross feels "it is miraculous that in the last six years, starting at a point where we were short of staff and buildings, and lacking financial support, we have somehow reached a point at which double the number of students can be educated," he insists that the universities must continue to press the case for increased investment in education.

"Our best projections of future enrolment in Canada are made by simply assuming we will continue to follow fifteen years behind the American experience. This suggests we can expect a continuing increase in the percentage of Canadians who go to university — and this trend is a larger factor in the growing size of universities than growth of population," he says.

The Chancellor also applauds what he terms the move of universities "from Ivory Tower to Red Brick." He considers the emergence of universities as a basic factor in national growth, prosperity and security as the most important and most troublesome development in university life today.

"The concept of a university as a sort of finishing school for rich men's sons is out of date — we have linked the university unalterably to economic progress."

Having pushed so rapidly ahead with the physical expansion of the university, Mr. Ross feels that the present turn to concern about the nature of the university was not only inevitable, but highly justified.

"We must never lose sight of the fact that, in addition to the responsibility for training and research, the universities have a sacred duty to maintain the pursuit of truth for its own sake," he states.

To emphasize this point Mr. Ross likes to quote from the reports of three Commissions of inquiry into Canadian life.

The Massey Royal Commission in 1951 said, "The urge to speed up production and to emphasize technology in the university's curricula has led to a growing stress on purely utilitarian subjects in academic courses. The practical results have been what one witness called 'conspiracies to prevent people from being educated' . . . If financial stringency prevents these great institutions from being, as they have said, 'nurseries of a truly Canadian civilization and culture', we are convinced that this is a matter of national concern."

The Gordon Commission in 1957 said, "The functions of the universities touch every facet of our society. Through the preservation of our heritage they maintain our way of life, and through the interest they generate in the arts, they enrich it. They enliven the perception of social processes, and contribute to the orderly development of social institutions and relations."

The Bladen Commission in 1965 said, "We must not fall into the totalitarian way of thinking of people merely as instruments, to be developed as the community needs them; rather, must we think of the community as an instrument for developing the talents of individuals."

For the Chancellor, these statements express very well what is happening right now at McGill and universities all over the world. "All of us involved with the university, students, members of the faculty, administrators, recognize the problems from growing too large, too quickly. We know we must get down to the business of pointing the university in the right direction. Although we may disagree sharply on how we are going to accomplish this, we do agree that we must act quickly before the matter is taken out of our hands by governments."

The Chancellor is pleased that the University is moving ahead with changes in its structures of government, but places more importance on the function of the Tripartite Commission in the long term. Although the Commission, which he himself chairs, is having great difficulty in reaching a consensus following some eight months of intensive study and discussion, Mr. Ross is convinced that such an approach is essential.

"Out of continued discussion of this kind some day will emerge a new understanding of the university. It is quite possible that we will have to tear down and rebuild. My concern is that we know better what we are about before we begin."

H. E. THOMAS



# McGILL Rendez- vous '68

## SPECIAL EVENTS

### FRIDAY, OCTOBER 25

- 11:00 a.m. Panel discussion  
MARIJUANA — HARM-  
LESS OR DESTRUCTIVE  
Leacock Building,  
Room 132
- 2:00 p.m. Panel discussion  
THE EFFECT OF CEPEP'S  
ON ENGLISH LAN-  
GUAGE EDUCATION  
Leacock Building,  
Room 132
- 8:00 p.m. Lecture  
THE CLASSICAL IDEAL  
IN GREEK ART —  
THE SCULPTURES OF  
THE PARTHENON  
by Professor G. Galavaris,  
Department of Fine Arts  
Arts Building, Room W. 215
- 8:30 p.m. High School Dance  
"THE RUBBER BAND",  
"THE MONKS WITH  
SWEET LORRAINE", and  
"THE CARNIVAL CON-  
NECTION".  
Sir Arthur Currie Gymna-  
sium  
Admission — \$1.00

### SATURDAY, OCTOBER 26

- 11:00 a.m. Panel Discussion  
WHAT IS WRONG WITH  
THE UNIVERSITY?  
Physical Sciences Centre  
Auditorium
- 2:00 p.m. MOCK CRIMINAL LAW  
TRIAL  
Leacock Building,  
Room 132
- 2:00 p.m. Football Game  
McGILL REDMEN VS  
QUEEN'S GOLDEN GAELS  
Molson Stadium

### FRIDAY, SATURDAY, AND SUNDAY

- 1:00 p.m. and 4:30 p.m.  
SANDWICH THEATRE  
University Centre Theatre  
No admission charge
- All day CONTINUOUS FILMS  
Physical Sciences Centre  
Auditorium
- Throughout the day  
LIVE ENTERTAINMENT  
featuring presentations by  
the various national clubs  
at McGill, the Choral So-  
ciety, the McGill Band, and  
the Dept. of Athletics
- During the day  
JAZZ SOCIETY PRESEN-  
TATIONS  
University Centre

## TOURS

Arrows and signs, coloured distinctively for each tour, will be located throughout the University to guide the visitor conveniently from the campus entrances to the various displays.

Arts Tour: Red  
Biological Sciences Tour: Yellow  
Medical Sciences Tour: Blue  
Physical Sciences and Engineering Tour: Green  
Special Display Tour: Orange  
Guides will be found along the routes and beside the displays. Information booths will be located at a number of strategic spots.

### ARTS TOUR

(Arts and Leacock Buildings Exhibits)

ARTIC INSTITUTE OF NORTH AMERICA. Examination of the various research endeavours in which it is involved, including a display of scientific field equipment and a continuous slide show of field projects.

CENTRE FOR DEVELOPING AREA STUDIES. Eye-catching maps and photographs illustrate studies in South Asia, the Caribbean, and West Africa.

CLASSICS. A working exhibit showing modern methods of teaching Latin and Greek; a display showing the relationship of archaeology to the study of ancient history; and an interesting display of coins and early text material.

SHASTRI INDO-CANADIAN INSTITUTE. An outline of the activities in which it will be engaged, including a collection of Indian artifacts.

SOCIOLOGY AND ANTHROPOLOGY. An outline of its major fields of study and research and a series of anthropological films on the culture and customs of non-literate societies.

SPANISH. Slides and films illustrating Peninsular and Latin American civilization in its art and architecture. Displays of charts and maps, books, and other artifacts.

### OTHER ARTS TOURS

MANAGEMENT (University Centre). A futuristic display entitled "The Computer in Business."

FACULTY OF DIVINITY (Divinity House). Theology's reawakening concern with the Arts and Culture shown through the screening of films which will include *Genesis*, *Mickey One*, *The Hangman*, *The Third Banquet*.

GERMAN (Hugessen House, McTavish Street). A collection of photographs and posters depicting leading characters of German literature and a display of equipment designed to improve the teaching and learning of German.

LAW (Chancellor Day Hall). Special emphasis on Quebec, the history and growth of the legal profession.

MUSIC (Auditorium of the Stewart Biological Building). A selection of compositions by students and members of the Faculty at which the listener may follow the musical score as it is projected on a large screen.

REDPATH LIBRARY. A view of the public areas and exhibitions of Rare Books and Special Collections at Tynedale Hall, the Rare Book Room, and the Mezzanine.

REDPATH MUSEUM. Three quarters of a million geological and zoological specimens, including the Carpenter Shell Collection and other collections of fossil plants and early invertebrates, for which the Museum is famous the world over.

ECONOMICS AND POLITICAL SCIENCE. A display of films and a series of round table discussions to which the public is invited. Discussion

times and topics will be posted at the exhibit.

EDUCATION. A look at past and present concepts and methods of teaching, including a demonstration of new approaches in teaching mathematics and a display of teacher training facilities at Macdonald College.

ENGLISH. Includes a lecture on "Computers and the Humanities," a display of audio-visual aids, and a series of seminars to indicate the interplay between teacher and student in a "free university" atmosphere. Times will be posted.

FINE ARTS. Emphasizes McGill's expanding program in art historical studies.

FRENCH CANADA STUDIES PROGRAMME. Includes a display of books published by the Programme, a collection of posters, and a slide presentation on Quebec life.

HISTORY. Depicts and assesses the potential of the computer, television, the sound-tape, and other innovations for teaching and learning.

INSTITUTE OF ISLAMIC STUDIES. Books and artifacts that illustrate life in the Islamic world.

MATHEMATICS. A unique approach to the subject of mathematics through the showing of a series of artistic mathematical movies.

Arts Tour (Peterson Hall)

FRENCH LANGUAGE AND LITERATURE. Exhibit, films, and group discussion illustrating the Department's role in interpreting the French fact at McGill.

ITALIAN. A special exhibit commemorates the first centenary of the birth of the great Italian playwright and novelist, Luigi Pirandello.

LANGUAGE LABORATORIES. Display of new methods of teaching languages. Visitors are welcome to try out the facilities.

PHONETICS RESEARCH LABORATORY. Guided tours of the unique laboratory which is equipped with special instruments for the study of human speech.

BIOLOGICAL SCIENCES TOUR  
(Stewart Biological Building)

BOTANY. Visits to the greenhouse, Botany Library, Electron Microscope Laboratory, growth chambers and other areas.

ZOOLOGY. An exhibit illustrating the five basic divisions of the biological sciences, animal behavior, biomedical science, cellular and developmental biology and ecology. Included will be a display covering the care and breeding of exotic fish and a reptile and mammal display featuring an iguana and a live Canadian weasle.

GENETICS. Demonstrations of Microbial, Developmental, Physiological, and Population Genetics.

PSYCHOLOGY. Various experiments which involve participation on the part of the public.

MARINE SCIENCES CENTRE (3677 Peel Street). The tour through the Centre will cover oceanography's history, its present-day research results, and future research programs. There will be a film on the oceanographic cruise in the Gulf of St. Lawrence of the C. S. S. Hudson.

MEDICAL SCIENCES TOUR  
(McIntyre Medical Sciences Building)

ANAESTHESIA RESEARCH. Demonstrations of research methods used for the studies of the nervous system. The Department also will show a film about the brain.

BIOCHEMISTRY. Display of equipment designed for complex analysis of tissue extracts and important physiological compounds. Several live demonstrations will show contemporary techniques in the purification of protein, and growth and production of bacterial viruses.

BIO-MEDICAL ENGINEERING UNIT. Included are a portable organ-preservation unit and a urine-flow meter.

CANCER RESEARCH INSTITUTE. An exhibit based on contemporary research in the field.

GASTRO-INTESTINAL RESEARCH LABORATORY. The exhibit focuses on the integration of interdisciplinary work in the "Strontium Project."

MEDICAL LIBRARY. Open to visitors as a display in itself.

OPHTHALMOLOGY. Laboratories open to display current areas of research.

OTOLARYNGOLOGY. Demonstration of a new test of hearing in babies and young children. Brain wave recordings are averaged by computer to detect deafness at a very early age.

PHYSICAL AND OCCUPATIONAL THERAPY. Demonstrations by students of "rehabilitation in action," depicting physical treatment of a hand following a nerve-tendon repair.

PHYSIOLOGY. Exhibits featuring the heart, the lung, the intestinal area, animals etc.

PSYCHIATRY. A video-tape of famous lecturers in the field of contemporary psychiatry.

MEDICAL SCIENCES TOUR  
(Strathcona Medical Building)

ANATOMY. The development of anatomy from the dissecting table into a modern science in which individual cells are examined at magnifications of several hundred-thousand times.

DENTISTRY. The curriculum of the dental student, display of services provided by the dentist, and some of the latest equipment he uses. Stress is also given to the preventive aspects of dental care.

MICROBIOLOGY AND IMMUNOLOGY. An exhibit to give the lay person an idea of the impact of microbiology on his life in the areas of medicine, public health and industry. Large photographs provide a backdrop for the study of bacteria, viruses, and the body's resistance to infectious agents and foreign materials.

MEDICAL SCIENCES TOUR  
(Wilson Hall)

SCHOOL FOR GRADUATE NURSES. "The role of the university nurse in today's and tomorrow's society." Course offered at McGill will be outlined and a film, "The Vigil," will be shown.

MEDICAL SCIENCES TOUR  
(Royal Victoria Hospital)

OBSTETRICS AND GYNAECOLOGY. Displays dealing with premature babies, their treatment and care, as well as other obstetrical and gynaecological problems.

MEDICAL SCIENCES TOUR  
(Montreal General Hospital)

MEDICINE AND CLINICAL MEDICINE. Many of the Hospital's laboratories will be open to visitors.



ROBERT HAJALY,  
President, McGill University Students'  
Society



DR. HOWARD ROSS,  
Chancellor, McGill University



S. J. FRANKEL,  
Vice-Dean of Social Sciences, Faculty  
of Arts and Science



MICHAEL VINEBERG,  
Former member of the McGill University  
Students' Society



DR. DAVIDSON DUNTON,  
President, Carleton University and Co-  
Chairman of the Royal Commission on  
Bilingualism and Biculturalism



DR. HAN SUYIN,  
Novelist and Lecturer on East Asia

### GRADUATES' FORUM — CAMPUS IN (R)EVOLUTION.

A Forward Look at Old McGill. Saturday, October 26, 10 a.m., Leacock Auditorium, Room 132. The work of the Tripartite Commission into the nature of the University serves as a background for the panel made up of representatives of students, faculty, and administration. Public invited.



#### ENGINEERING AND PHYSICAL SCIENCES TOUR (McConnell Engineering Building)

**COMPUTING CENTRE.** A display showing how the functions of computers are integrated with all Faculties of the University.

**CHEMICAL ENGINEERING.** Innovations and developments around improved plastics, new pollution control measures, and advances in food and fertilizer technology.

**ELECTRICAL ENGINEERING.** Displays involving fluid mechanics, heat transfer, thermodynamics, and internal combustion engine tests. Graduate research is contributing a display on aerodynamics and rolling friction.

#### ENGINEERING AND PHYSICAL SCIENCES TOUR (Macdonald Engineering Building)

**CIVIL ENGINEERING.** A three-fold program centering around the Hydraulic Laboratory, the Soils Laboratory, and the Structural Engineering Laboratory.

#### ENGINEERING AND PHYSICAL SCIENCES TOUR (Physical Sciences Centre)

**GEOGRAPHY.** A cartography and air photo display outlines the basic stages of map making and some of the uses to which maps can be put.

**METALLURGICAL ENGINEERING.** The new 100,000 volt electron microscope and the new Minerals Separations Laboratory will be on display. There also will be demonstrations showing how metals are shaped and fabricated, and the operation of furnaces for the heat treatment of steel.

**METEOROLOGY.** Displays showing some aspects of the Department's studies in cloud physics and its pioneering work in radar meteorology.

**GEOLOGICAL STUDIES.** A research station consisting of a number of survey tents on the east campus in front of the Physical Sciences Centre will be used by staff and students to demonstrate living and working conditions of earth scientists in their natural habitat, the out-of-doors. On the second floor of the Centre will be displays including a colourful projection of rocks as seen under the microscope.

#### ENGINEERING AND PHYSICAL SCIENCES TOUR (Otto Maass Chemistry Building)

**CHEMISTRY.** Tours of lecture rooms, teaching and research laboratories which will demonstrate the ten areas of specialization in the department.

#### ENGINEERING AND PHYSICAL SCIENCES TOUR (Macdonald Chemistry Building)

**INSTRUCTIONAL COMMUNICATIONS CENTRE.** A demonstration of how audio and visual instructional aids are used in the modern classroom.

**PHYSICS.** The department will present exhibits at three locations: 1) Macdonald Physics Building, where new and future methods of teaching will be demonstrated; 2) Foster Radiation Laboratory, where there will be a display on nuclear instrumentation and a tour of the control room and cyclotron area; 3) Eaton Electronic Research Laboratory, where some aspects of low temperature physics will be demonstrated.

**AGRICULTURE.** A large tent just inside the Roddick Gates will house an exhibit demonstrating the great changes in the worlds of food production, nutrition, processing, storing and packaging as a result of the biological explosion.

## SPECIAL DISPLAYS

These displays are designed to bring together the diverse sections of the University — from the Administration to the Students' Society and all facets in-between.

#### (University Centre)

#### UNIVERSITY GROWTH AND DEVELOPMENT

The purpose of this exhibition is to explain the physical growth of the University. It is a free standing structure with horizontal and vertical panels to display models, photographs and other material.

#### UNIVERSITY ARCHIVES

This small display illustrates some of the records of University officers and professors that are selected, preserved and serviced by the McGill Archives.

#### GUIDANCE SERVICE

Photographs and displays indicate the work which the Guidance Service performs at McGill.

#### INTER-FRATERNITY COUNCIL

The exhibit depicts the active part that fraternity people play in all types of activities on the McGill Campus and shows as well the constructive role which fraternities undertake in community affairs in general.

#### GRADUATES' SOCIETY

A three dimensional mobile which is a symbolic globe, showing the world of the graduate linked to the University by the Graduates' Society.

#### (Leacock Building)

#### PERSONNEL DEPARTMENT

The exhibit of the Personnel Department features a slide show with sound track depicting some of the history of McGill University as well as the present day "people involvement" in McGill.

#### CENTRE FOR CONTINUING EDUCATION

This display shows the Centre in action. This is done by the use of black and white mosaics which show a day's activity in Continuing Education on McGill campuses. Recorded voices explain the significance of the photos to the visitors.

In the theatre section of the display, the visitor can view a five minute slide presentation which explains McGill's philosophy towards continuing education.

#### INTER-RESIDENCE COUNCIL

One wing of Molson Hall, a men's residence, and of Royal Victoria College, the women's residence, are open for guided tours. In addition, an art and photography display showing "McGill, Present and Future" is presented in "R.V.C."

#### CANTERBURY HOUSE

Canterbury House, the Anglican Chaplaincy at McGill is open for Rendez-vous '68 and is presenting services Friday

evening and on Sunday using an "avant-garde" liturgy.

#### HILLEL HOUSE

This cultural, social, religious and counselling organization serving Jewish students at McGill is open at 3460 Stanley Street with special displays.

#### NEWMAN CENTRE

The Catholic Chaplaincy at McGill, Newman House at 3484 Peel Street, is open to visitors.

## McGILL REUNION

#### PROGRAM OF EVENTS

Homecoming weekend for University graduates fits into the program of Open House, McGill: Rendez-vous '68. The schedule of events lined up for visiting alumni is as follows:

#### THURSDAY, OCTOBER 24

5:30 to 8 p.m. — Graduates' Society Annual Meeting, reception and buffet.  
McIntyre Medical Sciences Centre.  
6 p.m. — 2nd Beatty Memorial Lecture by Dr. Han Suyin.  
Sir Arthur Currie Gymnasium.

#### FRIDAY, OCTOBER 25

All day — McGill: Rendez-vous '68.  
9:30 a.m. — Medical program registration.  
McIntyre Medical Sciences Centre.  
3:00 to 7:00 p.m. — McGill Carrefour — Redpath Hall Graduates' reception and refreshment centre.  
(Special guided tours arranged here for Graduates.)  
6:30 p.m. — 25th Anniversary Dinner-Dance (Class of '43).

#### SATURDAY, OCTOBER 26

All day — McGill: Rendez-vous '68.  
10 a.m. to noon — Graduates' Forum CAMPUS IN.  
(R)EVOLUTION. A Forward Look at Old McGill.  
Leacock Building, Room 132.  
10 a.m. — Coffee Party for RVC Graduates.  
Noon — Pre-Football Box Luncheon.  
Sir Arthur Currie Gymnasium. Special luncheon for graduates of 1918 and older.  
2 p.m. — Football game — MCGILL VS. QUEEN'S.  
4 p.m. — Principal's reception for those who graduated in 1943 or earlier.  
Redpath Hall.  
Class parties.

#### SUNDAY, OCTOBER 27

All day — McGill: Rendez-vous '68.  
10:30 a.m. to noon — Off Campus Tours.

## BEATTY LECTURES:

### ASIA: TODAY, YESTERDAY, AND TOMORROW

Dr. Han Suyin, celebrated Eurasian novelist and historian, this year's Beatty Memorial Lecturer, will spend ten busy days at the University from October 21 to October 30.

During her visit to the campus, Dr. Han will deliver three public lectures on October 22, October 24, and October 29. She will devote her lectures to the general topic of "Asia: Today, Yesterday and Tomorrow." These lectures will commence at 8:30 p.m. in the Sir Arthur Currie Gymnasium.

Tickets are available at the Registrar's Office in the Administration Building.

In addition to her public lectures, Dr. Han will be meeting with groups

of students and faculty in such departments as Economics and Political Science, History, Medicine, English, Centre for East Asian Studies, and at Macdonald College. On Monday, October 28, she will spend most of the day in activities organized by the Students' Society.

Dr. Han will also participate in a meeting of the recently-formed Comité québécois des études chinoises and she will be the guest of the Montreal Chinese community at a banquet in her honour.

A talented novelist and a precise historian with a wide knowledge and understanding of Asia, Dr. Han was born in China of a Belgian mother and Chinese father, a railroad engineer who had studied in Belgium. She had a relatively happy childhood in Peking despite difficulties arising from her mixed parentage. She has described herself as a dreamer isolated by the lack of love shown her by her mother, isolated above all by the misery of Peking's streets, which moved her so, that at an early age she determined to become a doctor.

At the age of 14, after having completed her primary education, she had to leave the convent where she had learned English and French and she worked as a stenographer for a very small salary; she was Eurasian, and an Eurasian in Peking in 1931 earned less than a European, though a bit more than a Chinese.

To afford the Chinese and Physics courses necessary to enter university she taught French and English. She succeeded, thanks to a bursary, in finishing her medical studies in Brussels where for the first time she met her mother's family.

Back in China, she married Pao, a General in Chiang Kai-Shek's army. They had a daughter, and it was only after her husband's death that she practised medicine.

Her literary career began with "Destination Chungking." Then "A Many Splendored Thing," her most popular novel, sold more than 800,000 copies in France and several million throughout the world. She wrote and continued to practise medicine.

She then settled in Johore Bahru, Malaysia, attending to her patients by day and writing at night. Here she wrote "The Mountain is Young," and "... And the Rain my Drink" (considered one of the most important works on the guerrilla), "The Four Faces," "Cast but one shadow," and "Winter Love."



**OFFICIAL OPENING — ADDITION TO THE McCONNELL ENGINEERING BUILDING**

October 23 at 4:30 p.m. The four floor addition provides much needed classroom, laboratory, and office space for the Faculty of Engineering, as well as extended facilities for the Computing Centre.



## forum

continued from page 3

PROPOSAL FOR A  
"FREE UNIVERSITY"

Dear Friends,  
It would be more appropriate to address you as fellow intellectual proles but we'll let that pass for now.

Some years ago when I was sweating for Ford Motor Co my fellow workers used to rationalize our dreary, pointless labour by saying "Another day, another dollar" knowing all the while that this was the most pathetic kind of justification for such wage slavery.

A similar attitude with similar timid rationalizations is now pervasive among many graduate students of the English department. Through one expression or another the same idea manifests itself: we say we are ready to endure all the nonsense of our educational programs in the coming year in order to become professionally qualified.

So just as the industrial worker suffers any humiliation and indecency for the sake of the pay check held out to him at the end of the week, we intellectual workers are also prepared to be exploited and stifled for that carrot of the degree which is held out to us.

And our rationalizations to the contrary are as impotent and unconvincing as those of our comrades in industry. They solve nothing and are really attempts to hide the ugly truth that we are slaves in a slave system and not free men who act and think creatively, intelligently, and humanly. The piteous wages we get are merely a sign of this, though they also signify the more fundamental nature of our intellectual enslavement. And because we are slaves our protestations about earning the degree in order then to infiltrate the educational apparatus are silly. For all we will have to pass on to future generations of students will be the slavish ideas and habits of mind we have been taught. So who are we fooling when we speak rubbish about putting up with it all now in order to change it all then. Even the exceptional one or two among us who maintains his integrity through the mill run of it all is finally doomed because, acting in good faith, he will be sabotaged by those who act in bad faith and excuse everything by appealing to the practical exigencies of the Ed Biz, that racket that passes for education at every level.

We know that what all levels of education need is not reformation but radical reconstruction. And that only free men untaught by the slave mentality can accomplish this.

A person ceases to be a slave when he says no to his condition. This is called revolt. It defines the free man and is defined by him. The revolution is made first in the minds and hearts of men and then perforce manifests itself in new social organisms recognizable by their characteristics of freedom, purposefulness, and joy.

I am writing this letter not to foment insurrection against the powers that be of the English department. Not that it wouldn't be a bad idea in passing but that such a venture would be a waste of time and energy for us who have better things to do. I write to tell you of a proposal which may strike a sympathetic note in many of you. The proposal is based on these premises:

1. That we future teachers, artists, poets, and philosophers are intellectual workers;
2. That we are alienated from our own production which is currently in the hands of promoters, speculators, and managers masquerading under the respectable guise of professors, university presidents, and social scientists who act as foremen for the politicians and big business bosses;
3. That our alienation and lack of freedom is caused by capitalism, whether state or private, and that this system is based upon greed, competition, and phony role playing called professionalism;
4. That reform of education is doomed to failure because the reforms necessary to make education worthwhile cannot be tolerated by the capitalists since they are inimical to their system;
5. And that educational institutions will continue to be deformed and therefore dangerous to the soul so long as not run by students and teachers.

With comrades who agree with the above premises the project I propose to undertake is the establishment of a free university outside the moneyed economy where intellectual and other workers are not alienated from the products of their labour. Such a university will necessitate a communal life style which is most operative and self subsistent in a rural setting where food supplies and shelter can be guaranteed by the mutual aid of the members of the commune. The rural location should be not too far distant from a large urban center since the idea of removing to the country is not so much to withdraw from contemporary civilization which is urban and technological but to erect a revolutionary enclave from which to

attack it in strength. The commune will give the lie to capitalism; it will propagandize by the deed. After agricultural equipment the most important piece of machinery will be a printing press. The commune will be agitational. It will be revolutionary and committed to libertarian socialism.

Currently areas northwest and southeast of Montreal, where a 200 acre farm costs about \$10,000, are being considered. The possibilities for homesteading in different parts of Canada will also be investigated. Nine people, five adults and four young children, are seriously involved in this project, i.e., are ready to put up their bodies and bread. We are alike only insofar as we all believe in personal poverty, communal ownership, love, peace and fraternity among all men. We seek a radical transformation of this present world. We wish to destroy not only IBM but the Politburo as well. We understand that violence is the last desperate resort of just men. Finally as intellectual workers we know that knowledge for knowledge's sake is a sham and that the end of knowledge is wisdom, the end of wisdom is goodness, the end of goodness is happiness, and of happiness is pleasure. This is our goal. Join us.

Fraternally yours,  
Carl Murphy

P.S. Comments, suggestions, applications can be sent to me c/o English Dept., Annex B, SUNY at Buffalo, N.Y. 14214.

HONORARY DEGREES . . . IS THE  
UNIVERSITY EVER APOLITICAL?  
Sir,

I do not know why I write to you rather than to the *McGill Daily*, except that your newspaper has a more official tone to it than the *Daily*, and I think the matter I am about to raise belongs in the semi-official publication of this University.

On October 10, 1968, there appeared an article in the *Daily* signed by Marc Starowicz. In this article, Mr. Starowicz questions the conferring of an honorary degree on Mr. John Ross Bradfield, Chairman on the Board of Noranda Mines. To support his argument, Mr. Starowicz reviews the various conflicts which have characterized Noranda Mines in the Province of Quebec.

There is no doubt that Mr. Starowicz has a point, namely that Noranda Mines has exploited the Quebec milieu for its considerable advantage and has not behaved in accordance with basic and just principles. Why then, may not one ask, should a University which receives the bulk of its finances from the taxes of the people who have been systematically exploited by companies like Noranda Mines confer its highest honour on a man who, to a certain degree, has presided over that exploitation?

There is no doubt that an honorary degree is conferred upon an individual in recognition of his services either to his profession or to society as a whole. It appears impossible, however, to confer a degree on only one part of a man. Mr. Bradfield may very well be an excellent engineer, an excellent administrator; but he is the chairman of a company which has not dealt very fairly with the people of the Province of Quebec — or is that an exaggeration?

The University may very well say that it is apolitical and that the conferring of an honorary degree has no political significance. Yet, I wonder if the University would give a degree to Mr. René Levesque, who is also president of the Parti Québécois. In other words, a decision not to confer a degree on Mr. Levesque may very well be a political decision of an apolitical body.

I raise this question, Mr. Editor, because I wonder if the University is ever apolitical, especially when it grants its highest honour. Furthermore, the entire nature of an honorary degree must be reviewed and the principles which govern its award should be fully and openly discussed at this University. I would like then to engender a debate around this theme in the pages of the *Reporter*. Lastly, it seems obvious that the demands of the students for open meetings and for adequate representation on all boards of committees of this University are well justified. Had meetings of the Committee on Honours Degrees been opened and had students representatives sat on it, the University may very well have been led to make another decision.

Cordialement vôtre,  
Laurier L. LaPierre  
Director,  
French Canada Studies  
Programme



The Feather Book consists of 156 pictures of birds and Commedia dell'Arte figures made from actual bird feathers and skins by Dionisio Minaggio, gardener to the governor of Milan. Dated 1618 it is probably the oldest collection of bird skins known to ornithologists.

## THE BLACKER-WOOD LIBRARY

By M.J. Dunbar

In the main Redpath Library building, on the floor above the main entrance, are the stacks and the reading room of one of the bright stars in the McGill crown—the Blacker-Wood Library of Zoology and Ornithology. One of the famous libraries of its kind, it is well known to the wise all over the scientific world.

The Wood Library of Ornithology was founded in 1920 by the generosity and interest of Dr. Casey Wood, a U.S. citizen who married Emma Shearer, of Montreal, in whose name the original foundation was made. Dr. Wood's friend, Mr. Robert Roe Blacker, a native of Brantford, Ontario, who moved to the U.S. in 1867, added greatly to the endowment of the library, together with his wife Nellie Canfield Blacker, particularly in fields other than ornithology.

The library contains some 60,000 volumes and is maintained and kept up to date by endowment funds and by general University funds. It is a first-class research library in zoology and is also very strong in oceanographic material. Its special strength is in early works in biology and natural history, so that it has become something of a Mecca for students of the history of biology; in fact, the Osler Library of the History of Medicine and Biology, and the Blacker-Wood library, together make McGill a natural place for the study of the history of biology, a fact which is honoured more abroad than at home; visiting scholars come to use these libraries, but it has so far proved difficult to foster the history of biology, and the history of science in general, within McGill itself.

The Greek period of the beginning of biology is well represented in later printings (we do not boast classical Greek manuscripts!), and we have many editions of such Roman biologists as there were, notably the *De Rerum Natura* of Lucretius, a work considered so scandalous in the early Christian centuries that it was systematically destroyed. One copy, much tattered, was found in the 9th century, and copies of this began to find their way about Europe. In 1417 one of these was taken back to Italy, and it is to that copy that we owe the survival of this most important statement on contemporary (first century B.C.) biological thought.

In works dating from the beginning of printing in the 15th century, the Blacker-Wood is particularly rich. About two centuries before printing began, there appeared the first of the so-called "Encyclopedists", men (all the early ones were monks or other sorts of churchmen) who began to make an effort to get out of the medieval coma that learning and free enquiry had fallen

into, and who began to draw together all that was known of the natural world. During the five hundred years between the 12th and the 17th centuries, these encyclopedic works became gradually more modern in style and content, until by the time of John Ray in the late 17th century the myths and monsters had finally been exorcised, at least from the books.

To explore the Blacker-Wood holdings in this series is a delight. There is, for example, the "De Animabilis" of Albertus Magnus (1193-1280) in a Paris edition of 1890, in which most of the old favourites, such as the phoenix, the gryps and the basilisk, are duly described, and also that more familiar bird, the Aurifrisius or Ossifrage, which has one foot clawed and the other foot webbed, making it able both to swim and to pick up prey. This turns out to be the Osprey, and we find none other than Champlain himself, in his travels in eastern North America, still recording having seen that bird with the odd feet, "described by the Ancients".

There is the encyclopedia of Vincent of Beauvais (1190-1264), another copy



of which in Europe was found bound together with the famous "Tartar Relation" and the Vinland map showing Greenland and the coast of Labrador, which caused so much stir two years ago. We have the "De Proprietatibus Rerum" of Bartholomaeus Anglicus (first half, 12th century), printed in 1485 in Dutch, with the original 12 coloured illustrations. It was from the English translation of this work, by John of Trevisa in 1398, that Shakespeare is believed to have drawn most of his natural historical allusions; the Blacker-Wood has the Trevisa edition of 1582, also editions in Latin and in Spanish.

The later Encyclopedists, Gesner, Johnson, Aldrovandi, and others are also well represented in the collection; in fact, it is difficult to name any early

author of significance that is not in the index. There is, among many others, the famous and crucial "Historia Naturalis" of the New World produced by the Jesuit Missionary, Joseph de Acosta, in Spanish, published in 1590, in which he asks two very important questions: if all the animals in the world are those which survived in Noah's Ark, how did some of them reach the Americas, and having reached the New World, why are they so different from the animals of the Old World? Rather dangerous questions for a 16th century monk, and somewhat similar to those posed by Darwin 400 years later.

The library holdings from the 17th to the 20th century are too rich to discuss in this short article. Go and see for yourself. Everything is there. There is a copy of Lamarck's "Philosophie Zoologique", the first full statement of a theory of evolution (1809), which is stamped with the name "G. Cuvier". Baron Georges Cuvier, the great dictator of French science of his day, who treated poor Lamarck less than generously, Buffon, the first modern evolutionist, is there in abundance; George Bernard Shaw recorded hearing an elderly lady in a Dublin bookshop ask for "the works of that great Buffon", 200 years after they were published. And there is the 1785 "New Dictionary of Natural History, etc.", of William Martyn, in which the author thinks that the contemporary tendency to put man, the Lord of Creation, beside the apes, is just silly nonsense, and has instead brought in a totally new and impartial manner of arranging the creative works of the Almighty, namely alphabetically.

There is also a considerable collection (four index drawers full) of letters and manuscripts, bearing such names as A. R. Wallace, Charles Darwin, William Brewster, Joseph Dalton Hooker, Charles Lyell, and so on, material which must attract students of the history of biology. Did you know that the first money earned by Edward Lear, of nonsense and Limerick fame, was earned by painting watercolours of birds? We have many of the originals in the Blacker-Wood, and also several of Lear's plates in Gould's enormous work on the Birds of the World. There are feather pictures, done with feathers by Dominico Minaggio, Gardener to the Governor of Milan, and published in 1618; and there is a large collection of publications on the art of falconry, including the work of the great patron of medieval biology, Frederick II, Emperor of Germany (1194-1250), "De Arte Venandi Cum Avibus".

I have overstressed the historical value of the Blacker-Wood. Such a collection obviously must be main-

tained and kept up-to-date, and would become a highly specialized library if it were not at the same time a first-class research library in its field, which indeed it is. Anything of importance in biology, and in oceanography, that appears in print, is acquired for this library, and the full range of biological journals, the most important form of scientific literature, is to be found there. I once turned up a reference to an article on an ectoparasite found not infrequently on the eyes of sharks; it was a reference to the Edinburgh Journal of Natural History and the Physical Sciences, published between 1835 and 1840, and I discovered that the Blacker-Wood had the whole series.

Dr. Casey Wood and Mr. Blacker took their task seriously. At the time they were building up the collection, it is said that many a would-be buyer of early biological literature in the bookshops of Europe were told "Sorry, Dr Wood and Mr. Blacker were here only last week." McGill is heavily in their debt, and succeeding generations of McGill students of biology should be kept aware of the richness that is available for their study.

DR. DUNBAR is Associate Dean of the Faculty of Graduate Studies and Research and Chairman of the Marine Sciences Centre. He is the author of numerous publications on Arctic Marine biology and oceanography and on organic evolution.

FILM  
LITERATE  
KIDS?

By Don McWilliams

Although, since the advent of television, cinema attendance and the number of cinemas have declined, there has been a growth in the serious interest in films. It cannot be denied that most film-goers still attend for entertainment or escapist reasons. For increasing numbers, however, television is becoming the source of this escapism and cinema the source of a more intellectual 'entertainment'.

All art forms report on the society, usually of course, unconsciously. Cinema always has served this purpose for the social observer; but today more film-makers are using film for social comment and as a vehicle for propagating change.

It is no coincidence that the majority of the cinema audience is under 25 years of age, (Globe & Mail, Toronto, Aug. 10th). The same newspaper informs us that the Motion Picture Association of America has found 50% of the audience to fall in the 16 to 24 age bracket. I am not suggesting that we are on the verge of a new Athens, for large numbers of these young people flock to see vacuous movies. What I do suggest is that the audience growing up is more visually oriented than the present adult population and is also more interested in the visual as a communicator of ideas. This trend will continue. Educators are, at last, noticing this interest and film is getting a slot on some timetables.

Presently, there is a conflict between those who regard film as a thrill and those who seek its acceptance. The forces of change appear to be winning out. Well and good; but unfortunately, not always for the right motives. There are those who would capitalise on films as a motivating device to counter boredom and/or a new method to achieve traditional learning goals. Fine. But this use of film, whilst it has its place, ignores film as a unique art form and suggests youth is film literate. This attitude is based on the misconception that what you see, you understand; also unfortunately, the educators are not aware of their own film illiteracy. Many students are film literate, but probably the majority are not.

One concludes from this that film should not be used primarily as a new aid to attain traditional goals, but it should be studied for its own sake — as a medium with a capacity to mould; as a reporter on society, and for what insights it gives into ourselves and the human condition.

We must study film as film. One route towards an understanding of film and its own grammar and logic is by doing. And so 8mm. and 16mm. cameras are being thrust into young hands with the instructions, "Go forth and read your environment". The student may learn many skills such as the art of selection, a strategy of perception. Some will learn to do it creatively. In making a film though, there are some intruders such as the laboratory which lessen the sense of "the film is 100% me", or even a real comprehension of what is film. How can we get students down to the very stuff of film so that they can learn about the characteristics of film at



moment of creation rather than a week or so later when the film is returned from the laboratory? In other words, how can we bring students to an understanding of the intrinsic qualities of film, an understanding that should, perhaps, precede the "slap-in-a-cartridge" super 8 stage?

One means of achieving this is the animation film. Last year I taught a Grade 7/8 class of 25, ages 12-13 years at Holy Rosary School, Burlington, Ontario. They were split into four groups, each group being responsible for a 7 minute film. The project, actually, was accidental. The earlier comments in this article are the result of hindsight and discussion. Like so many of the exciting things that happen in school, this film-making project did just that — happened.

One day last fall, the class was unable to take recess because of rain. So I showed them the film 'LINES: HORIZONTAL', which I had borrowed from the National Film Board for personal viewing. This film was made by Norman McLaren, who pioneered the art of the 'cameraless film', in which the artist draws or paints directly onto film. The enthusiasm of the reception took me back (oh, my ignorance of the young), and, after discussion we planned a McLaren Retrospective. Each week we viewed a McLaren or two, running chronologically from 1942.

It was too big a chance to miss. The enthusiasm and interest were there. The suggestion was made that we make some films — à la McLaren. Accepted. We opted for the cameraless method, and obtained the booklet 'CAMERALESS ANIMATION' written by McLaren and published by the Information and Promotion Division of the N.F.B. This book was to be our bible, although our particular environment and considerations caused many modifications. We washed off old film and experimented with various drawing materials, including such esoteric ones as boot-polish and lip-stick. It was found that some of these materials had a rather besmirching effect on the projector lens. We finally decided that Magic Marker and India ink and fine nibs were the safest and most flexible materials. Generally speaking, Magic Marker was to provide the color, and drawing was done with pen and ink. Sometimes other instruments, such as needles and knives were the drawing tools.

Each pupil built a small sloping desk with a glass top to which was affixed a strip of graph paper the width of the film. Norman McLaren employs clear 35mm. film, and after he has completed drawing and painting on it, it is reproduced optically on 35mm. Kodachrome. Our task was to be more difficult in that economic reasons forbade the use of clear 35mm. or 16mm. film. We acquired 16mm. white leader, (the white painted film found at the beginning of a roll of 8mm. or 16mm. movie, used for threading the projector). Fortunately the drawing materials showed through the white emulsion on the leader. Brown paper was cut into long rolls on a scale of 10 to 1 to the film and to the strip of graph paper on the glass desks. The brown paper was lined in the same manner as the graph paper. The image was drawn on the brown graph, the color was noted, as was the number of frames during which the image was to appear on the screen. Each image had to be repeated once to give the eye a chance to assimilate. The film was to be reproduced eventually onto Super 8, so that, for one second on the screen, it would have to be repeated exactly 18 times, for two seconds 36 times and so on.

As for the style of the opuses, one was of the frenzied joy associated with McLaren's 'BEGONE DULL CARE', two were highly developed sequences of animation, the theme in one being a flower and in the other a triangle, and the fourth was a combination of both styles. After the planning on brown graph stage, the drawing was done on the leader, which was laid over the strip of graph paper on the glass desk. This meant that the transfer from the large graphing roll could be accurately performed, for each image was to be located in each frame as per the instructions on the brown graphing roll. The repeated images had to appear in the same spot in each frame or else good animation would not be achieved. As can be imagined, this presented severe strains on the fortitude of the 12 and 13 year old artists, particularly if a certain animation sequence was to last more than a hundred frames. I recall one girl spending two hours working on eight frames of credit-title with the aid of a magnifying glass.

Wednesday morning was film morning, but as the film-making was most painstaking, there was a danger we would never finish. So in May we set aside one week in which nothing else was done from 9 A.M. Monday till 3:10 P.M. Friday. It says much for these young people when one considers the tremendous demands made on their ability to concentrate and be patient.

It was a delight to sit at my desk and watch their enthusiasm. This was reward enough for me. It should be pointed out that I played a minimal role. Everything they put on the film was their own. My only role had been at the beginning, to set up the structure in which they would work, i.e., a seven-minute film, the making of the glass desks, the steps they must follow — planning on brown paper followed by execution — and film speed. Beyond that I was an observer. Of course we should not omit the motivation of it all, the genius of McLaren. I learnt once again of the immense resources lying untapped in our children.

After finishing the films, sound tracks were made on tape. Wordless pop music was used. Synchronization of rhythm of music and film presented difficulties since an animator usually has the music on hand before the film. It is easier to animate to the demands of music than vice-versa. The final step would have been to get the films reprinted. There was not time before the end of the school year to have this done. But this is essential, since usage scratches and scrapes the images. Cost of this processing is approximately 12 cents per foot of super 8 film. Sound can be magnetically added at about 2 cents per foot.

During the summer Norman McLaren saw the films and his interest and encouragement strengthened my conviction in the aesthetic and artistic validity of this type of classroom endeavour. The pupils had not only indulged in a project which taught them such social values as teamwork, planning, assiduity, but they had created objects of beauty and had learnt much about the act of creation. Certainly they will be more open-minded to experiments in art. They, themselves, have experimented by drawing on white leader. They have given to the still painting that hangs on the wall two other dimensions, time — each film is a seven minute painting — and movement.

It has long been my belief that schools do not give enough concern to the quality of our civilization. Artistic and creative work (play) in the classroom can only have a beneficial effect.

But what of my original arguments concerning reasons for studying film, film the reporter, film the moulder? Can one argue that the animation film falls into these categories? One has only to look at T.V. commercials to answer that question. Beyond this stage of work, there are innumerable paths in the land of animation that could be explored with young people. Moreover it is my belief that these children have learnt much about the nature of the film that goes into a camera. They have realised that the film-maker is bound only by his own imagination and will. With their hands they have got down to the very stuff of film.

If these young people move on to working with camera, they will have excellent grounding. But it does not really matter if they do or not. What they have done is already of inestimable value to their growth as human beings.

It is my hope that more teachers will attempt this art form with their students. The teacher himself needs no artistic skills. All he needs to bring to the project is enthusiasm and crossed fingers.

Mr. McWilliams, an English teacher in Ontario, was a participant in the Summer Research Institute of Screen Study.

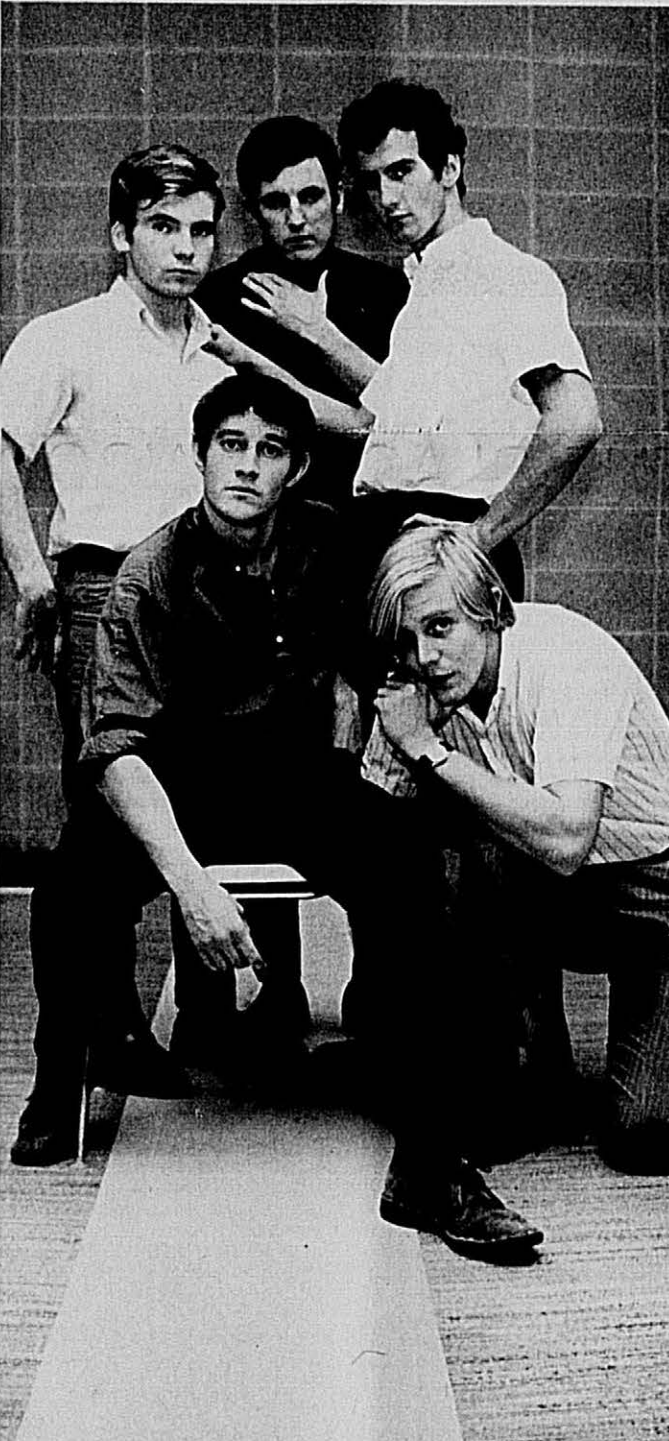
## NOTES FROM AN IRISH GAOL

The actors are gathered for the Friday night put-together so we can see what we have accomplished during the week. They form a quiet and concentrated group much in contrast with the noisy prisoners and wardens in an Irish prison they are getting ready to characterize. At this point, just before they are about to rehearse, there are a number of problems they are starting to think about.

The play being rehearsed is Brendan Behan's "The Quare Fellow" and it is to be ready for performance by the end of October. In Bishop Mountain Hall, the men's residence dining hall, a space has been cleared of dining tables for an improvised acting area. Plastic chairs mark entrance boundaries and audience



Intro./film-making, Gr. 7/8. No exper. nec. Tools: lipstick, Magic Markers, etc.



In back, Michael Stadelmann, Bruce Weaver, Michael Gelber, and in front, Anthony Garnett and Julian Forrester, the jailers and the jailed.



Behan's "The Quare Fellow" . . . what is an Irish prison really like? . . . moments in rehearsal with director Farago, prison warders Forrester, Power.

lines, and substitute as stage furniture.

At this point, mid-way in the rehearsal schedule, the actors are beset with the kind of acting problems which are usually expected, yet are perpetually different in each show: trying to learn a new set of lines; varying timing cues — fast, slow, delayed, overlapping; worrying about entrances, exits, stage movement, when not to move; determining effective ways to maintain balance and tone for the whole play — there is a kind of wild comedy combined with deeply moving drama very difficult to catch.

Everyone gathered in the room knows the whole effect depends upon a kind of teamwork which will necessitate a spontaneous interaction among all the players. Some of it is there, some of it is coming, some of it needs work. Several of the actors are going to need to learn a short scene in Irish with a Kerry dialect. Does McGill University possess anyone who knows Irish: by a stroke of luck there is such a person. He is Mr. Robert Burns, the Assistant Registrar. There is going to have to be a special get-together outside of rehearsals to get going on this.

Many of the performers in the group are aware that there are going to be playing problems when the show moves into Douglas Hall where it is to be presented. The intimate arena style is going to demand detail, yet the necessity for stage acting and not "nothing" acting still exists as a paramount factor. Some of the cast have visited the premises already, the rest are planning to do it right away.

Another key issue rests upon the projection of a personality with an individual point of view. So far, the rehearsals have emphasized that group effectiveness is composed of distinct beings. There is no acting without specification. Clarity must be stressed.

Several of the players are old hands on the English Department productions, yet they are falling into a habit of treating each new play they do as a new problem. Several have been in plays for three years. The newcomers are picking things up as quickly as they can. If there is something they do not understand and it's going to hold up the show, then it will have to be taken care of after the rehearsal. Above all, the momentum of the moment cannot be lost.

There are also a number of background problems swimming around in everyone's thoughts: The stormy life of Brendan Behan . . . his book, "Borstal Boy" . . . what is an Irish prison really like? A great deal of locale analysis and personal decision-making for the characters who are going to be played still has to be done. This is in the hands of the actor; the director is looking for results.

At any rate, as the company is waiting for the Friday put-together, there is enough to keep everybody busy thinking what to do next. If there is external order for the production, the next objective is to work up to a sustaining effort. There have been some effective short bursts. It's not a bad start but more is needed.

The actors are poised, ready to go on. One of them casts a look at me for a signal. I barely make the sign because I've almost been caught napping: Earlier in the day someone has asked me about student representation on committees for the theatre and right now, at a time like this, it strikes me as funny because the whole play is students. I'm the only non-student around. Perhaps very little is democratized, but I'm certainly outnumbered at the moment on this "committee". Anyway here is a kind of student representation in its purest form.

Now my greatest problem is whether or not to stop a scene in mid-stream. This depends on how I figure the attitude of an actor. There is a natural realization that the ultimate purpose of a play is a direct communication form for an audience — the giving of something. It is difficult to interrupt this, yet one must sometimes be a strategist and wait for the golden moment. Fortunately the play deals with a rough and ready atmosphere of prison life and the arty prima donna isn't very welcome in such quarters. The actors are well able to take what is dished out.

There aren't too many work-stop-pages: most of a rehearsal is doing, not discussing. If there is going to be any key to performance effectiveness this has got to be it.

Finally, the work grinds to a halt — it is 10:30 and everything really has to stop. The cast will have the weekend to rest and to worry about next Monday. People from sets, lights and costumes are now seeing me. There seems to be a lot of work still to do.

At last, with everybody gone, the dining room tables back in place, the plastic chairs back in place, I can start to do a little thinking about what went on for the Friday put-together. After coming to the conclusion that I don't really like plastic chairs, I start to wonder just exactly what I'm going to try for from the actors for next week.

Probably that Irish with the Kerry dialect.

Mr. Farago is an assistant professor in the English Department.

FRANK FARAGOH

## DAYS OF POETRY AND POLITICS

HATCHINGS, poems by Schoel Shuster. Organism Press. \$1.50

Schoel Shuster was at least a fringe member of a group of McGill poets whose impetus came from Irving Layton and who flourished on the campus a few years ago, until politics reared its head and relegated literary activity to an obscure niche. The advent of politics was in fact almost exactly three years ago. Not even our literary magazine *Forge* survived.

The poems of *Hatchings* were written between late 1963 and mid 1967 and so belong to both the days of poetry and days of politics at McGill, but their inspiration stems from then rather than now. That is not a criticism, for Shuster has for the most part the strength of the Laytonic school without its weaknesses—even if his poetry does lack power. *Hatchings* is in fact a beautifully accurate title. The poems describe fledgling life, true and fresh, but as yet hesitant and weak.

The Layton school of poets was characterized by virility, experience which, if rugged, was close to life, but corrupted by cynicism, a systematic disparagement of the human race and its aspirations, together with a sensual attitude towards love which specialized in clinical description. Politics took the limelight from poetry because students were sick of feeding on cynicism and hungry for an outlet for their innate idealism.

Shuster is close to life and his language which is "current idiom heightened" (as Gerard Manley Hopkins wisely said the language of poetry should be) helps him to convey faithfully his genuine experiences. He is eminently honest and holds in horror literary posing, putting on the garb of the magician and hashing out hieroglyphics, which are supposed to be profound in proportion to their unintelligibility. He strikes you as being a man before he is a poet and that is to the good. The way he speaks of snow, for example, is crisp and contemporary, in coming down "like some vast secret message torn to bits," or spread out on the campus like the result of "a cotton candy machine gone wild."

Without being naive, he lives and writes in hope, as indicates the epigraph from Jacques Charrier which ends with the words, "I decided to live." In doing so and refusing to pass off the world *a priori* as a stinking latrine he gives himself the possibility of experience. In the prose poem "New York" he is taken aback by the frightening array of windows but perseveres to find what still might be there in the way of life, and finds meaning in "the neighbours, separately choreographed, suddenly producing, like a juggler's hands, a ballet of space and time."

There is enough realism and irony to prevent hope giving rise to sentimental indulgence and the over-inflation of experience. In "Trying to Remember (to Remember where I Was Going)" he is conscious of the preciousness of time in a strange town, but might use it "to pull up my fly" as well as "to write a poem."

As indicated, however, the experience of life is not a rich one. The poems tend to be vignettes, an account of an experience that is but a sketch, an outline, rather than fully filled out in flesh and blood. It is as though they were ideas for poems jotted down with the poems yet to be written. It is very noticeable in love poems, "Poem, Smiling", "The Way It Goes", "Love Touching", "Spontaneous". The relation between man and woman is shadowy, whether physical or spiritual. "Something, What Was It" is, however, full of the pathos of a woman's tears.

If the individual experiences lack impact, there is still less of adding up experiences to form a general outlook. Certainly, we live in an atmosphere where it is almost unheard of to make sense of life as a whole and it would be a miracle if he managed to do so. Nevertheless, a few poems in the middle section written in 1965-66 try to do just that, "Shoes", "The Reconstruction" and "Dream". In "Shoes" he tries to see unity in his life through the common denominator of his shoes participating in all his experience and they become a symbol of his will to live—a surprising and effective one. "The Reconstruction" says "to love every one who deserves it" but suffers from statements that are too abstract and arbitrary. "Dream" presents a stunning tragic vision of life that is coherent and moving. People are swarming towards a King on a balcony who is above them yet obliging, but are so furious with impatience that they destroy him along with his palace. Religious symbolism?

The cover drawing by Harvey Sherback, showing the heads of a man and a woman, with deeply-etched features, pressed together, has a vividness rarely to be found in the poetry.

Mr. Robinson is an assistant professor of English.

BRIAN ROBINSON





"Pierrot Le Fou," (Godard). Shown by Film Dialogue, 26 October, PSCA.

## McGILL UNIVERSITY

### ASSISTANT TO THE SECRETARY OF THE SENATE

**DUTIES** Under the direction of the University Registrar and Secretary of Senate to assist. In the preparation and distribution of reports, notices, agenda and minutes of the University Senate. In dealing with arrangements for open meetings of the Senate. In secretarial duties in connection with Committees and sub-committees. In other duties in the Registrar's Office as may be specified.

**QUALIFICATIONS** University graduation. Writing ability, especially with regard to Minutes, précis writing, etc. Preferably some experience in University Administration. Definitely a keen interest in University Government and in making a career in those areas. Apply in writing, enclosing curriculum vitae, to Mr. J. B. Archer, Personnel Department, McGill University, Montreal 2.

## THE SIR EDWARD BEATTY MEMORIAL LECTURES

Dr. Han Suyin, distinguished novelist, writer and lecturer on Asian affairs will deliver the tenth series of Beatty Lectures

October 22nd, 24th and 29th

Sir Arthur Currie Memorial Gymnasium 8:30 p.m.

Tuesday, October 22: Asia Today  
Thursday, October 24: Asia Yesterday  
Tuesday, October 29: Asia Tomorrow

Tickets may be obtained by completing the following form and returning to the Registrar with a self-addressed envelope.

The Registrar,  
McGill University

Please deliver to bearer (or send to me in enclosed self-addressed envelope) ..... for the October 22 lecture, ..... for the October 24 lecture, ..... for the October 29 lecture in the current series under the Sir Edward Beatty Memorial Foundation.

Name .....

Address .....

## CAMPUS

**HERE AND THERE:** Next Senate meeting has been scheduled for Thursday, October 31 in the Council Room, Stephen Leacock Building. Student members of Senate, who will have been elected the day before, will be seated for the first time. ■ This is a year for anniversaries: early this month, the Department of Psychiatry celebrated its 25th; next week, the School of Physical and Occupational Therapy observes the 25th year of its existence; in November, the School of Social Work will hold appropriate ceremonies to mark the occasion of reaching the half-century point. ■ Blood Drive '68, which got under way October 16 has until Wednesday to live up to its advance billing as "one of the largest of its kind in the world", uttered, no doubt, in optimistic vein.

■ The Faculty Club holds its annual meeting Monday, October 28 at 5:30 p.m. ■ The Arctic Institute of North America, which has its Canadian headquarters at the University, was recently awarded a Canada Council grant of \$15,000 for publication of Arctic Bibliography 1968. ■ The MacLennan Library more and more getting that "almost completed" look.

■ A little early to mention this, perhaps, but a circular from the International Union of Pure and Applied Chemistry invites registrations for an International Symposium on the Chemical Control of the Human Environment (Pollution) in Johannesburg, South Africa July 14-18, 1969. Further details available from the Information Office, Room 633, Administration Building.

**MAINLY PERSONAL:** Dr. Han Suyin, this year's Beatty Memorial Lecturer, begins her busy week at McGill this morning. Her public lectures Tuesday, Thursday and the following Tuesday evenings expected to draw many auditors from the community. ■ Professor Paul Lin (History), Dr. Wilder Penfield (M.N.I.) and Professor Sam Noumoff (Political Science) respectively will introduce Dr. Han at the three public lectures in the Sir Arthur Currie Gymnasium. ■ Vice-Principal (Administration) Robert F. Shaw took up his duties at the University last week. ■ Another relative newcomer to commence operations is Dr. D. S. Penton, Schools Liaison Officer.

■ Professor Charles Rousseau, University of Paris, spending the first term in the Faculty of Law and the Institute of Air and Space Law. The University received a Canada Council grant to help bring Professor Rousseau here. ■ Robert S. Hajaly (President, Students' Society), Michael Vineberg (past member, Students' Council), and Professor Saul Frankel, (Economics and Political Science) participate in the Graduates' Reunion Seminar October 26 in the Leacock Building (10 a.m.). Dr. Han Suyin is listed as an "Independent" participant in the discussion on "Campus in (R)Evolution". ■ Dean Maxwell Cohen (Law) one of four Canadians to receive honorary degrees at Bishop's 125th Anniversary Convocation in Lennoxville. ■ Another member of the Law faculty, Professor Edward McWhinney, spoke at sessions marking the opening of a new law building at the University of New Brunswick October 8.

**TELECOMMUNICATIONS:** Bell Canada has used the traditional methods of communication — a letter and glossy leaflet — to inform us of its "educational yet entertaining" Panorama of Progress in Telecommunications. The letter extends a cordial invitation to teachers and students of the University to visit Panorama: "Set in a modern and exciting design, 50,000 years of communication history are depicted — from the Neanderthal man to the present, and on to the concepts of the future which today's research promises". Panorama is situated on the ground floor of the Beaver Hall Building, with its own entrance at 601 LaGauchetière St. West. Guided 75-minute tours, in French or English, are available to groups on appointment — Reservations can be made by phoning 870-8895. Admission is free.

**PRINCESTON UNIVERSITY?** Princeton University is seriously considering going co-educational. A study conducted for the board of trustees has recommended that the University admit 1,000 female students, suggesting "that in many aspects of the University that are concerned with heightening the quality of the educational experience, a mixed student body would be superior to an all-male one".

A.A.T.

# coming events

21 OCTOBER TO 28 OCTOBER

Send notices of Coming Events to: N.J. Macurdy, Local 5306, Information Office, McGill. By: Wednesday, 12 noon, before the Monday issue in which the notice is to appear.

## MONDAY 21

**CHEMISTRY VERSUS MALTHUS:** Lecture by Dr. Henry B. Hass (Nail. Lecturer of Sigma Xi Society) 8 p.m. Physics Bldg. Rm. 102.  
**BILAN:** By Marcel Dubé. Théâtre du Nouveau Monde (in French) Place des Arts. Until November 3, 8:15 p.m. Student tickets 15 minutes before performance: \$1.50.

## TUESDAY 22

**HENRY MOORE EXHIBIT:** "The Last Decade." Museum of Fine Arts. Until November 10. Hours: Tues. — 10 a.m. to 4:45 p.m. Wed. — 10 a.m. to 9:45 p.m. Thurs., Fri., Sat., — 10 a.m. to 4:45 p.m. Sun. — 2 to 4:45 p.m. Closed Monday.  
**PRODUCTION WORKSHOP:** Dir. Dick Bylin (McGill Players). 2 p.m. Drama Production Workshop. (Behind Faculty Club.)  
**DER ANDERE WINCKEL MANN:** German Dept. Lecture by Prof. Wolfgang Leppmann (Toronto). 3 p.m., Hugessen House, Rm. 202. Open to public.  
**WOMEN ASSOCIATES OF MCGILL:** Opening Meeting: Faculty Club, 3 p.m.  
**MACDONALD COLLEGE ANNUAL ASSEMBLY:** Scholarships and awards. 3:45 p.m. All classes cancelled from 3:30 p.m.  
**ASIA TODAY:** Beatty Lecture I by Dr. Han Suyin (China). 8:30 p.m., Currie Gym. Free tickets from Registrar.  
**PIERRETTE ALARIE, SOPRANO:** MSO Concerts Universitaires. Mozart — "Les Noces de Figaro Ouverture," "Mia Speranza Adorata." Villa-Lobos — "Bachianas Brasileiras, No. 5." Bruckner — "Symphonie 3 en ré mineur." Student tickets \$1.50 and \$2.00 on day of performance.

## WEDNESDAY 23

**MYCOPLASMA-LIKE ORGANISMS AS ETIOLOGICAL AGENTS OF PLANT DISEASE:** Departments of Microbiology & Plant Pathology lecture by Dr. Karl Marasch, (Thompson Institute for Plant Research) 9:30 a.m., Room B-110, Biology Bldg., Macdonald College.  
**LUNAR GEOPHYSICAL EXPLORATION:** Geological Sciences lecture by Dr. Lyle Tiffany (Bendix Earth-Space System Division, Ann Arbor, Mich.) 4 p.m., Rm. 304, McConnell Bldg.  
**GUIDED TOUR OF HENRY MOORE EXHIBIT:** Museum of Fine Arts. English, 7:30 p.m., French, 8:30 p.m.  
**THE LOVED ONE:** Film Society Cinematix. Dir. Tony Richardson. U.S.A. 1965. 8 p.m. L-132.  
**MONTREAL FOLK WORKSHOP:** Amateur folk performers. 3485a Park, 8 p.m.

## THURSDAY 24

**JACKSON POLLOCK EXHIBIT:** "Works on Paper." Museum of Fine Arts. Until November 18. Hours: Thurs, Fri, Sat — 10 a.m. to 4:45 p.m. Sun — 2 to 4:45 p.m. Closed Mon. Tues — 10 a.m. to 4:45 p.m. Wed — 10 a.m. to 9:45 p.m.  
**GRADUATES' SOCIETY ANNUAL MEETING:** Reception, buffet, meeting. 5:30 to 7:30 p.m. McIntyre Centre.  
**ASIA YESTERDAY:** Beatty Lecture II by Dr. Han Suyin (China). 8:30 p.m. Currie Gym. Free tickets from Registrar.

## FRIDAY 25

**OPEN HOUSE:** Rendez-vous '68. 9 a.m. to 9 p.m.  
**MCGILL CARREFOUR:** Rendez-vous '68. 3 p.m. Redpath Hall.  
**ALEXANDER NEVSKY:** Film Society International 16. Dir. Sergei Eisenstein, U.S.S.R., 1938. 6:30 and 9 p.m. L-132.  
**TUDOR SINGERS OF MONTREAL CONCERT:** Dir. Wayne K. Riddell. Buxtehude — "Cantata: Befiehl dem Engel, dass er komm." Mozart — "Vesperae Solennes de Confessore, K. 339." Hindemith — "Six Chansons." R. Vaughan Williams — "Five English Folk Songs." English Madrigals of Farmer, Bennet and Dowland. 8:30 p.m., Queen Mary Road Church. Students \$1.50.

## SATURDAY 26

**OPEN HOUSE CONTINUES:** Rendez-vous '68. 9 a.m. to 9 p.m.  
**CAMPUS IN (R)EVOLUTION:** Graduates' Forum — Dr. A. Davidson Dunton (Carleton Univ., Ottawa), Prof. Saul J. Frankel (Economics & Political Science, McGill), Robert S. Hajaly (Pres., Students' Society, McGill), Michael Vineberg (Student Council, McGill), Dr. Han Suyin (Beatty Lecturer), Dr. Howard J. Ross (Chancellor, McGill). 10 a.m. L-132.  
**IMPROVISATION WORKSHOP:** Dir. Errol Sitahal (McGill Players), 10:30 a.m., Union Theatre, University Centre.  
**PIERROT LE FOU:** Film Dialogue. Dir. Godard. 6 p.m., 8:30 p.m. PSCAud. 75.  
**ALEXANDER NEVSKY:** Film Society International 16. Dir. Sergei Eisenstein, U.S.S.R., 1938. 6:30 and 9 p.m. L-132.  
**THE MANAGEMENT OF HUMAN RESOURCES:** Management Seminars. Further information: Miss Belec, 392-5808.

## SUNDAY 27

**OPEN HOUSE:** 1 to 6 p.m.  
**RENDEZ-VOUS '68 TOURS:** Old Montreal, Place Bonaventure. 10:30 a.m., starting from Redpath Hall.  
**ART AND HUMANITY EXHIBIT:** Museum of Fine Arts. Last day. 2 to 4:45 p.m.

## MONDAY 28

**TECHNOLOGICAL AIDS TO CREATIVE THOUGHT:** Mechanical Engineering Lecture by Prof. Adrian Ruyle (Harvard Educational Computer Project). 4 p.m. McConnell Eng. Bldg. Rm 204.  
**ALEXANDER LAGOYA, GUITAR:** McGill Chamber Orchestra Concert. Vivaldi — "Concerto in D major." Ferdinando Sor — "Theme and Variations." Albeniz — "Sevilla and Asturias." Scarlatti — "Concerto Grosso." Turina — "La Oracion del Torero." Milhaud — "Symphoniette." 8:30 p.m. Port Royal Theatre.

## Coming coming Events

**29 OCTOBER** — ASIA TOMORROW: Beatty Lecture III  
MACDONALD MEMORIAL ASSEMBLY  
**31 OCTOBER** — THE QUARE FELLOW  
NEW CANADIAN CINEMA SEMINAR  
**1 NOVEMBER** — FACULTY FRIDAY, Music Department  
MACDONALD COLLEGE CENTENNIAL STUDENT CENTER OPENS  
**5 NOVEMBER** — L'AMERIQUE INSOLITE

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## RADIO MCGILL

Programming for Week of  
October 21 — October 27 1968  
Radio McGill Insound 12 to 2 P.M.  
4 to 6 P.M.

News is presented 20 minutes after every hour

RADIO MCGILL INSOUND CAN NOW BE HEARD AT THESE NEW LOCATIONS:

ENGINEERING BUILDING: — Cafeteria and Common Room  
R.V.C.: — Lounges  
ARTS BUILDING: — Arts Cafeteria

FRIDAY OCTOBER 25 — OPEN HOUSE.

Radio McGill will broadcast on the Friday, Saturday, and Sunday of Rendez-vous '68. Insound will present a look at McGill in the present and future. Feature programs will be presented on the versatility of Educational and Student Radio.

Radio McGill on CFQR (F.M.) 92.5 megacycles  
Sundays 10 P.M. to 12 P.M.

October 27th

10:00 P.M. OTHELLO ACT 3, SCENE 3: Radio McGill communicates the strength and emotion of Shakespeare's greatest tragedy, Othello. Starring: Errol Sitahal as Othello, Elaine Reed as Desdemona and Mathew Schneiderman as Iago.

10:30 P.M. ZEN KOANS GONNA RISE AGAIN: An interview with John Foley, manager of the Yellow Door Coffee House, discussing its contribution to Montreal's Folk Scene.

10:45 P.M. THESE THREE IN PERSPECTIVE: A look at the events, personalities and issues that affect the international, national, and campus scene.

11:15 P.M. BRYANT'S BAG: Californian composer, Dan Bryant, plays selections by Edgar Varese, Gustav Mahler, Leonin and Morton Feldman.

11:45 P.M. COUP D'OIL SUR LE CANADA-FRANCAIS: La Poesie Canadienne Française. Radio McGill presents its first of several French programs. This week a look at French-Canadian Poetry.

## BLOOD-LETTERING AT MCGILL

This time it's for real. McGill students are out for blood... your blood.

Between October 16 and 23 McGill Blood Drive '68 hopes to collect 5,000 pints in what is billed as the world's largest volunteer blood-letting. There are three days remaining... turn out and turn on.

Clinic hours are 10 a.m. to 9 p.m. located on the third floor of the University Centre.

reporter

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